

Pupil premium strategy statement – 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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, 2022-2023 and the effect that last year's spending of pupil premium had within our school.

PLEASE NOTE: The basis for our strategy began in 2021-22. Amendments have been made in light of a review of both the strategy that was implemented last year and the needs of our cohort for 2022-23

School overview

Detail	Data
School name	Bishop Stopford's School
Number of pupils in school	(Years 7-11) 731
Proportion (%) of pupil premium eligible pupils	259 (42%)
Academic year/years that our current pupil premium strategy plan covers (2 nd Year of our 3 Year Plan)	2022-2023
Date this statement was published	16/12/2022
Date on which it will be reviewed	1/04/2023
Statement authorised by	E Davies
Pupil premium lead	E Moynihan M Acquah
Governor / Trustee lead	T Ansah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,088
Recovery premium funding allocation this academic year	£73,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,509
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	£358,427

Part A: Pupil premium strategy plan

Statement of intent

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. Our aim is to ensure that there are no barriers to success for our students and that the impact of disadvantage is addressed and mitigated.

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 ongoing impact of COVID, our priorities are to address the deficit carried forward from KS2 by supporting all our KS3 students, especially those who have entered KS3 below the expected standard. As well as, supporting KS4 students who will have lost considerable KS3 learning opportunities. This is to ensure that all students acquire the full breadth and depth of knowledge that will enable them to achieve the success that they deserve.

The key principle of our strategy focuses on:

Enhancing literacy, focusing on embedding metacognition and self-regulation and providing consistency.

- 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 all students have access to the highest quality educational resources and experiences and that there is consistency in the provision and opportunities that students receive.

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.

Our strategy is informed by the nature and context of our cohort, the educational expectations for them and research based strategy to raise achievement in light of this. 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.

Challenge number	Detail of challenge																		
1	<p>Low levels of literacy</p> <p>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, along with their verbal, spatial, quantitative and non-verbal skills.</p> <p>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 8 (Average Verbal CAT4 PP 94.56, Non-PP 91.28).</p> <p>Students that know more words are able to learn more words, and therefore are able to read in order to understand and learn. Our data shows that a high proportion of our students have below age expected reading ages. For those students who have acquired a higher reading age there is also clear evidence of lower comprehension, as reflected in our CATS for our cohort.</p> <p>Year 7 Average Reading Age: 10.71 (41% under age expected)</p> <p>Year 8 Average Reading Age: 10.71 (52% under age expected)</p> <ul style="list-style-type: none">- PP average 10.67 (51% under age expected)- Non-PP average 10.75 (48% under age expected) <p>Year 9 Average Reading Age: 11.16 (30% under age expected)</p> <ul style="list-style-type: none">- PP average 10.92 (40% under age expected)- Non-PP average 11.31 (33% under age expected) <p><i>NB: Year 8 data reflects students' reading ages on entry to KS3</i></p> <p>Students who are PP notably have a lower overall level of verbal reasoning than non PP students (from CAT4) – where the national average is 100.</p> <table><tr><th>Year</th><th>PP</th><th>Non PP</th></tr><tr><td>7</td><td>84.05</td><td>94.15</td></tr><tr><td>8</td><td>91.44</td><td>94.02</td></tr><tr><td>9</td><td>92.69</td><td>92.78</td></tr><tr><td>10</td><td>87.43</td><td>94.45</td></tr><tr><td>11</td><td>91.15</td><td>91.31</td></tr></table> <p>Our analysis of data also shows that 53.42% of our students have English as an additional language, and this equated to 15.34% of our pupil premium students.</p>	Year	PP	Non PP	7	84.05	94.15	8	91.44	94.02	9	92.69	92.78	10	87.43	94.45	11	91.15	91.31
Year	PP	Non PP																	
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2	<p>Meta-cognition and self-regulation</p> <p>Whilst CATS highlight that students' literacy skills are an area for focus for our students, this data also provides insight into the cognitive abilities of our cohort. The low level scores for all year groups, highlight that processing, problem solving and communication are a barrier for our students. This will invariably impact on their ability to access the curriculum, process knowledge and communicate effectively both academically and socially.</p> <p>SEN</p> <ul style="list-style-type: none"> • 149 Students are on the SEN register which equates to 24% of the Year 7-11 student population • 14 students are on the SEN E register (2%) • 140 students are SEN K (22% of the Year 7-11 student population) and • 12 students within Year 7-11 are LAC (2%) <p>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.</p> <p>There is also evidence that whilst students are able to successfully access low demand questions successfully, they experience difficulty when attempting more high demand analysis and evaluation questions.</p> <p>Student voice shows that there is a lack of depth of awareness for students' own areas of strength and of self-development. 31% Students do not have a comprehensive understanding of what they need to do in order to improve. 55% of learners do not understand their learning journeys.</p> <p>Learning walks from the autumn 2022, highlighted this further, showing that students were not able to justify their decisions or explain their thinking in 22% of lessons seen, and in an additional 39% of lessons were only able to do so partially. In addition to this, only 30% of lessons saw students able to identify their areas of strength and for development.</p> <p>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 and this is compounded by the cognitive needs of our students.</p> <p>Historic 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.</p>
3	<p>Inconsistency and insecurities</p> <p>An added challenge with regard to our students is the number of new students joining the school during their secondary school educational career. Within our exam cohorts there are also a significant number of students with minimal or no prior background in the UK educational system. Language barriers compound the challenges.</p> <p>In 2021 - 2022 we had the following additions to the school's roll:</p>

- Year 11 – 10 Starters
- Year 10 - 39 Starters
- Year 9 – 17 Starters
- Year 8 – 14 Starters
- Year 7 – 14 Starters

Historic and national 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. An average of 50 students turn up for breakfast club in the mornings (Non-exam periods). 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 quiet study space, the right equipment or devices. Students have experienced some exceptionally challenging circumstances, and inconsistencies that have been exacerbated by Covid19. Students' lack of 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 been disproportionately 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 quiet study space, lack of equipment or devices, and instability in family, housing or parents' working status. Students have experienced some exceptionally challenging circumstances, and inconsistencies that have been exacerbated by Covid19. Students lack security in their housing, food supply, parents' income and relationships.

Resources and equipment

Within our school, many (37% of the school population) 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.

Intended outcome	Success criteria															
<i>Incremental targets</i>	<p>Targets of individual strategies measured at key points throughout the academic year, including but not limited to:</p> <ul style="list-style-type: none">● 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															
<i>Students leave KS3 with age appropriate reading abilities and with the skills and knowledge to access KS4</i>	<p>Average CAT4 scores show a reduction in the gap between our students and national averages.</p> <table><tr><td></td><td>Current Average</td><td>End of KS3 target Average</td></tr><tr><td>Year 7</td><td>88.7</td><td>100</td></tr><tr><td>Year 8</td><td>92.2</td><td>100</td></tr><tr><td>Year 9</td><td>93.4</td><td>100</td></tr><tr><td>Year 10</td><td>95.2</td><td>NA</td></tr></table> <p>There is an increase in the number of pupils attaining the minimum expected level for their age, with students showing that they have ‘developing or securing’ knowledge in all subjects, with a particular focus on English and maths</p> <p>Reading ages via ‘Reading Plus’ show that 90% of students have made progress in their reading, comprehension and fluency.</p> <p>The overall average reading age for each year group on ‘Reading Plus’ will be in line with national age related expectations.</p> <p>Between 70-80% of students achieve ‘developing’ in English and maths, with 64% achieving this in both subjects.</p> <p>Between 40-50% of students achieve ‘securing’ in English and maths with the same % achieving this in both</p>		Current Average	End of KS3 target Average	Year 7	88.7	100	Year 8	92.2	100	Year 9	93.4	100	Year 10	95.2	NA
	Current Average	End of KS3 target Average														
Year 7	88.7	100														
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<p>Attainment 8 of 45.00-48.00 for students in KS4</p> <p>Achievement in 4+ and 5+ English and maths match, in line with the national</p>	<p><u>Target Attainment 8 for Year 11 cohort 2023:</u></p> <p>Year 10 TE1 2022: 35.00</p> <p>Year 11 Actual 2023: 42.00-47.00 (CAT4 prediction 37.9)</p> <p><u>Target Attainment 8 for Year 11 cohort 2024:</u></p> <p>Year 10 TE1 2023: 37.00</p> <p>Year 11 Actual 2024: 47.00 (CAT4 prediction 41.1)</p> <p><i>NB: National attainment 44.6 (2017), 46.6 (2018), 46.7 (2019), 50.2 (2020), 50.9 (2021), 48.7(2022)</i></p> <p>The English and maths match for Year 11 cohorts is in line with the national.</p>
<p>The attainment gap between PP and NON-PP students remains negligible</p> <p>This is measured in terms of in school gap as well as national gap</p>	<p>Based on 2022 examination results, current attainment for PP 40.24 and Non-PP 42.25 and in turn the in school PP gap is low and is below national average (-2.39 compared to a national gap of -13.6). The overall attainment of PP students shows that our PP students perform higher attainment than those nationally with an attainment 8 score of 40.24 compared to national attainment for PP students of 36.7.</p> <p>Success would be that the gap remains lower than national average whilst there is improved attainment of all students.</p> <p>Measured against the national, students perform in line with the national average for all students, with PP and non-PP in line with the non-PP national average of 50.3</p>

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: £ 57,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure Effective professional development Staff CPD programme 2022 – 2023	<p>Research has found that disadvantaged pupils have been worst affected by partial school closures:</p> <ul style="list-style-type: none"> - School closures are likely to reverse progress made to narrow the gap in the last decade. - Sustained support will be needed to help disadvantaged pupils catch up <p>https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</p> <p>EEF PP Guidance report:</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</p>	2 and 3
Embed self-regulative and metacognitive teaching practices into pastoral, T&L and CPD delivery	<p>EEF toolkit:</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching those specific strategies for planning, monitoring, and evaluating their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2
Oracy and communication tutorial programme <i>Ongoing</i>	<p>EEF toolkit:</p> <p>Extensive research shows that oracy has a very high impact on student progress. Strategies that emphasise the importance of spoken language and verbal interaction within the classroom supports students in both the development of their written/verbal communication, as well as their ability to process knowledge more effectively</p>	1 and 2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Literacy across and within the curriculum	<p>EEF Toolkit:</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF Literacy Guidance</p> <p>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1

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

Budgeted cost: £ 135,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English specialist Teaching Assistant	<p>EEF Toolkit:</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, through targeted small group work in addition to whole class support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</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 2017</p>	2 and 3

Targeted interventions/ tutoring sessions	<p>NTP Research</p> <p>Focus on school led tutoring (utilisation of School Led Tutoring Fund)</p> <p>https://nationaltutoring.org.uk/news/learning-lessons-from-new-global-evidence-on-tutoring/</p>	3																		
Reading Plus deployed in Year 7, Year 8 and Year 9	<p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF Literacy Guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading Plus Pilot:</p> <p>The number of students below age expected levels decreased from 81% to 78% during the 1 month pilot.</p> <p>In a mid-year benchmark assessment, Reading Plus reported that on average students in Year 7 have gained 0.96 levels of academic reading comprehension. When looking at key groups, PP students have made slightly more progress and non-PP students, as shown below, the benefits to disadvantaged students are seen more so when comparing the progress of FSM students to non-FSM students.</p> <table border="1"> <thead> <tr> <th>Class</th><th>Average Hours of Engagement</th><th>Avg Level Gains</th></tr> </thead> <tbody> <tr> <td>PP</td><td>11</td><td>0.99</td></tr> <tr> <td>Non-PP</td><td>13</td><td>0.93</td></tr> <tr> <td>FSM</td><td>10</td><td>1.05</td></tr> <tr> <td>Non-FSM</td><td>13</td><td>0.90</td></tr> <tr> <td>Year 7</td><td>12</td><td>0.96</td></tr> </tbody> </table>	Class	Average Hours of Engagement	Avg Level Gains	PP	11	0.99	Non-PP	13	0.93	FSM	10	1.05	Non-FSM	13	0.90	Year 7	12	0.96	1
Class	Average Hours of Engagement	Avg Level Gains																		
PP	11	0.99																		
Non-PP	13	0.93																		
FSM	10	1.05																		
Non-FSM	13	0.90																		
Year 7	12	0.96																		

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

Budgeted cost: £ 142,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relationship building Restorative practice Behaviour management <i>Summer 1 2022</i>	<i>When the Adults Change</i> – 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	‘The benefits of having a funded and staffed school library have been proven...,with school libraries having a positive impact upon attitude, well-being, academic outcomes and improved literacy. https://www.sla.org.uk/impact	1
Resources iPads and resources – The Google Project – providing all students in Key Stage 3 with a Google Chromebook	Demand for devices during lockdown was high, last academic year at least 231 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)	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	<p>Rewards can improve behaviour outcomes - Caldarella et al, 2018; Evertson, 1995; Reinke et al, 2012; Reinke et al, 2018; Thompson et al, 1974</p> <p>Positive effects of rewards – frequency of praise and attention increased, reprimands decreased - Kamps 2015</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf</p>	2 and 3
Staff CPD – building effective relationships and supporting students in a crisis	<p>https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools</p> <p>https://educationendowmentfoundation.org.uk/news/five-a-day-effective-learning-behaviours-within-our-classrooms</p>	2 and 3
Information gathering and sharing, including RAP meetings, Information Evenings with key stakeholders systematic contact home <i>Ongoing</i>	Utilising the Diagnosis, Therapy, Testing approach to school strategy, enables all leaders, both senior and middle, to ensure that areas for development are accurately recognised and strategy implemented is informed, and serves the evidence based needs of students	1, 2 and 3
Study Hub	<p>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</p> <p>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</p>	3

<p>Aspirations interventions – e.g. elevate</p> <p>Additional funding required for aspiration interventions not yet sourced.</p> <p><i>Ongoing</i></p>	<p>EEF Toolkit:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3
<p>Contingency fund for acute issues</p> <p><i>Ongoing</i></p>	<p>Resources set aside for needs not yet identified.</p> <p>Experience informs us that this is imperative in order to respond to unexpected circumstances.</p>	NA

Total budgeted cost: £ 335,952

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 2021 to 2022 academic year:

	# Pupils	EM Match		Nationals 2019		Attainment 8	Nationals 2019
		4+	5+	4+	5+		
		%	%	%	%		
All Students	144	61%	33%	64%	49%	41.73	48.7
	Pupil Premium						
Pupil Premium	54	57%	20%	45%	24%	40.24	36.7
Non Pupil Premium	90	63%	41%	72%	50%	42.25	50.3
Pupil Premium Gap		6%	21%	27%	26%	-2.39	-13.6
	FSM						
FSM	42	66%	21%	41%	23%	40.28	34.9
Non FSM	113	59%	38%	69%	47%	42.25	48.6
FSM Gap		-7%	17%	28%	19%	-1.98	-13.7

- The overall attainment for Pupil Premium students is in line with non-Pupil Premium and is significantly above the national average for 2019, where Disadvantaged students achieved a national attainment 8 score of 36.7.
- The percentage of pupil premium students achieving a 4+ match in English and maths is above the national
- For students who are currently on free school meals, the attainment and English and maths match figures are strong and above the national

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

Programme	Provider
Aspirations, Motivation, Study Techniques	Fix Up
Multiple	PiXL
Oracy – Voice 21	Voice 21
Multiple	National College
Multiple	Ambition Institute
Reading Plus	Reading Plus/Reading Solutions

Further information (optional)

There are 264 Pupil Premium Students within our Year 7-11 cohort. This represents 43% of the cohort. This compares to a national figure of 27.3% for all mainstream secondary schools. (Data source: Pupil premium allocations 2021 to 2022: national, local authority, parliamentary constituency level)

228 students in Years 7-11 are currently in receipt of free school meals (this equates to 37% and compares to a national figure of 22.5%).

251 students in Years 7-13 have received or are still receiving free school meals in the last 6 years (this equates to 40%).

13 students in Years 7-13 are Looked After Children, (2%) all of whom are unaccompanied.

Contingency Sum - £22,475