



Pupil Premium Report December, 2023

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Pupil Premium Funding

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 this academic year and the effect that last year's spending on pupil premium had within our school.

PLEASE NOTE: The basis for our strategy began in 2021-22, as part of a three year strategy to raise standards for our disadvantaged students. Amendments have been made in light of a review of both the strategy that was implemented in 2021-22, last year and the needs of our cohort for 2023-24.

School overview

Detail	Data
School name	Bishop Stopford's School
Number of pupils in school	(Years 7-11) 702
Proportion (%) of pupil premium eligible pupils	266 (38%)
Academic year/years that our current pupil premium strategy plan covers (3rd Year of our 3 Year Plan)	2023-2024
Date this statement was published	15/12/2023
Date on which it will be reviewed	1/04/2024
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	£278,538
Recovery premium funding allocation this academic year	£73,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,481
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	£382,159

Commented [1]: Revised figures from Liz

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding will continue to be used to change the lives of all disadvantaged students within Bishop Stopford's School. Ultimately, the overall outcome is to bridge the disadvantage gap and provide students with a level playing field to access the curriculum, be challenged accordingly, and reach their fullest potential. We aim to ensure that there are no barriers to success for our students and that the impact of disadvantage is addressed and mitigated.

This aligns with our school vision: Our vision is to provide an outstanding, inclusive, and aspirational education for all our children. Everyone in our community can achieve beyond their expectations by living each day in all its fullness: spiritually, physically, intellectually, emotionally and morally.

Whilst education has returned to normal, the impact of COVID, particularly for disadvantaged students remains apparent. Therefore, our priorities continue to be 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 to support KS4 students, many of whom 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 they deserve.

The fundamental principle of our strategy focuses on further:

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

- Literacy - a core focus continues to centre around our students becoming strong readers, effective communicators (written, verbal and internal), and can read to learn.
- Meta-cognition and self-regulation – continue to develop a respect for learning amongst our learners, and implement strategy to ensure that they are able to; process knowledge and skills across all disciplines, reflect on their strengths and weaknesses , and regulate their motivation, resilience, and emotions.
- Consistency – We will continue to 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 responds to both common challenges facing disadvantaged pupils and context-specific challenges while acknowledging that the long term effects of COVID-19 have exacerbated these areas. 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, their educational expectations, and research-based strategy to raise achievement. Implementing strategies will remain 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.

See **Appendix 1** for details of student prior ability and CATS data for context.

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 evident when comparing pupil premium vs non-pupil premium data, whereby pupil premium students leave KS2 with lower literacy skills than their non-pupil premium counterparts.</p> <p>Students who know more words can learn more and, therefore, can read to understand and learn. Our data shows that a high proportion of our students have below-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>PP students notably have a lower overall level of verbal reasoning than non-PP students (from CAT4) – where the national average is 100.</p> <p>Our data analysis also shows that 48% of our pupil premium students have English as an additional language, adding to the complexities surrounding language acquisition, comprehension and use. In addition to this 27% of our pupil premium students have an SEN need that further compounds their ability to access the curriculum.</p>
2	<p>Meta-cognition and self-regulation</p> <p>While CATS highlights that literacy skills are an area of 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 barriers for our students. This will invariably impact their ability to access the curriculum, process knowledge and communicate academically and socially effectively.</p> <p>SEN</p> <ul style="list-style-type: none"> • 153 Students are on the SEN register, which equates to 22% of the Year 7-11 student population. • 18 students are on the SEN E register (3%) • 135 students are SEN K (19% of the Year 7-11 student population) and • 11 students within Year 7-11 are LAC (2%) <p>Diagnostic marking and analysis of trial exams and feedback from HoDs in RAP meetings show that students often waver in the latter parts of exams due to a lack of resilience.</p> <p>There is also evidence that students can successfully access low-demand questions, but they need help when attempting more high-demand analysis and evaluation questions. Students' voice indicates a lack of depth of awareness for students' areas of strength and self-development. Our most recent learning walk data shows that 27% of students are unable to articulate their strengths and weaknesses. Student</p>

	<p>Voice questionnaires also reveal that 25% of students are not fully aware of the gaps in their knowledge and how to address these.</p> <p>There has been a continued journey in embedding restorative-based practice across the school to enhance the behaviour management system and promote self-regulation. This includes opportunities for students to reflect and regulate their emotions. We have seen the impacts of COVID amplify the dysregulation of students, and the cognitive needs of our students compound this.</p> <p>Historical scholarship and engagement data show that approximately a third of students have low home learning scholarship data, lower than school scholarship.</p> <p>In addition, there are new starters in the school for each year group. See below the new entrants for each year group for the current academic year.</p> <ul style="list-style-type: none"> • Year 11 - 37 Starters • Year 10 – 28 Starters • Year 9 – 30 Starters • Year 8 – 22 Starters • Year 7 - 15 New Starters
3	<p>Consistency</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 addition, the number of late starters who have joined each year group in the past year.</p> <ul style="list-style-type: none"> • Year 11 - 37 Starters • Year 10 – 28 Starters • Year 9 – 30 Starters • Year 8 – 22 Starters • Year 7 - 15 New Starters <p>Historical and national data show that student attainment improved with 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 65 students attend breakfast club in the mornings (Non-exam periods).</p> <p>Our data further indicates that our students only sometimes have access to a quiet study space, the right equipment, or devices. Students have experienced some exceptionally challenging circumstances and inconsistencies exacerbated by COVID-19. Wider barriers have also placed a significant constraint on academic achievement. Barriers such as students' lack of security and consistency in their housing, food supply, parents' income and relationships have impacted their ability to engage and access school.</p> <p>School closures have also played a crucial role in pupils' achievement, impacting it negatively. Our assessments, observations, and discussion, as well as support from national data, show that disadvantage and the long term impact of COVID-19, disproportionately impacted our families. This is because of several factors, most notably additional responsibilities such as sibling childcare, 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</p>

	<p>circumstances and inconsistencies within their young lives. Students lack security in their housing, food supply, parents' income, and relationships.</p> <p>Resources and equipment</p> <p>Within our school, many (40% of the school population) have been identified as needing support with accessing devices and online platforms. This significantly impedes their access to high quality learning resources whilst at home.</p>
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Intended Outcomes.

This explains the outcomes we are aiming for **by the end of our current strategy plan**, Dec. 2024 and how we will measure whether they have been achieved.

Intended outcome	Success criteria																		
Incremental targets	<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																		
Students leave KS3 with age-appropriate reading abilities and with the skills and knowledge to access KS4	<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>89.7</td><td>100</td></tr><tr><td>Year 8</td><td>88.7</td><td>100</td></tr><tr><td>Year 9</td><td>92.2</td><td>100</td></tr><tr><td>Year 10</td><td>93.4</td><td>100</td></tr><tr><td>Year 11</td><td>95.2</td><td>NA</td></tr></table> <p>There is an increase in the number of students making progress, with a high percentage achieving the expected level for their age. Students show that they know all subjects, with a particular focus on English and Maths.</p> <p>They were reading ages via ‘Reading Plus’, which shows that 90% of students have progressed in their reading, comprehension, and fluency.</p> <p>The average reading age for each year group on ‘Reading Plus will improve as we move closer to the national age-related expectations.</p> <p>At least 65% of students achieve ‘securing’ in English and maths, with 65% 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 subjects.</p>		Current Average	End of KS3 target Average	Year 7	89.7	100	Year 8	88.7	100	Year 9	92.2	100	Year 10	93.4	100	Year 11	95.2	NA
	Current Average	End of KS3 target Average																	
Year 7	89.7	100																	
Year 8	88.7	100																	
Year 9	92.2	100																	
Year 10	93.4	100																	
Year 11	95.2	NA																	

<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 2024:</u> Year 10 TE1 2023: 37.00 Year 11 Actual 2024: 47.00 (CAT4 prediction, target achievement 41.1)</p> <p>NB: National attainment 44.6 (2017), 46.6 (2018), 46.7 (2019), 50.2 (2020), 50.9 (2021), 48.7(2022), 46 (2023).</p> <p>The English and maths match for Year 11 cohorts is in line with the national. (43% 5+ 64% 4+).</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 2023 examination results, current attainment for PP 3.8 and Non-PP 4.0 and, in turn, the in-school PP gap is low and is below the national average (-0.2) compared to a national gap of -1.3. The overall attainment of PP students shows that our PP students perform higher attainment than those PP students nationally, with an attainment 8 score of 3.8 compared to national attainment for PP students of 3.7.</p> <p>Success would be if the gap remained lower than the national average while the attainment of all students improved.</p> <p>For the 2024 cohort, the target is for PP and non- PP attainment to be more in line with the national average.</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 - £78,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed an effective professional development Staff CPD programme 2023</p> <p>Continue to ensure that through CPD there is the embedding of a consistent approach to the fundamentals of quality first teaching, alongside ELKAN strategies with a focus on recall practices to embed</p>	<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: Good teaching is the most crucial lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and positively affects children eligible for the Pupil Premium.</p>	2 and 3

<p>understanding and long term memory, clear progressive outcomes, modeling to ensure that students are aware of how to apply their knowledge, scaffolding to support with the acquisition of more complex ideas, assessment for learning to enable students to more effectively recognise their areas of strength and for development and the opportunity to work independently</p> <p>Staff Professional Development – Library 2023.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</p> <p><u>Rosenshine's 10 Principles of Instruction</u> Much of the strategy and pedagogy embedded within our fundamentals and the ELKLAN programme, reflect the 10 Principles of Instruction as outlined by Barak Rosenshine. These principles, align with our key fundamentals and are proven to have a notable impact on minimising cognitive learning load, enhancing student metacognition and resilience as independent learners. The strategies are particularly effective for SEN learners, whilst also benefiting all other learners. https://files.eric.ed.gov/fulltext/EJ971753.pdf</p> <p><u>ELKLAN strategies</u> Elklan promotes learning for all especially SLCN learners by providing strategies to support during teaching. It encourages educators to be more aware of SEND learners in the classroom and adapt strategies accordingly during interaction and delivery on an ongoing basis. Some strategies that have been employed by staff are:</p> <ul style="list-style-type: none"> ● Facilitating a communication chain which ensures effective communication during learning; ensuring it is a “2-way street” between teachers and learners. ● Creating a calm, stimulating, supportive and well ventilated learning environment for all learners; to ensure everyone is more comfortable and confident to share during lessons. ● Use of pair/share activities to allow everyone a chance to use and develop language/vocabulary and express thoughts during lessons. ● Use of modelling techniques regularly to illustrate how to solve simple to complex problems ● Encourage all learners to demonstrate understanding independently or in groups through use of mini white boards and independent practice in books. ● Support learners to summarise knowledge through use of tools such as mind maps as a key revision strategy. 	
<p>Further embed self-regulative and metacognitive teaching practices into pastoral, T&L and CPD delivery.</p>	<p>EEF toolkit: Metacognition and self-regulation approach to teaching support pupils to think about their learning more explicitly, often by teaching those specific strategies for planning, monitoring, and evaluating their learning.</p>	<p>2</p>

<p>Finessing the Fundamentals through CPD</p> <p>ELKLAN Strategies</p> <p>Metacognition 7 Step Model (Poster Displays around the school). (Autumn 2, 2022).</p> <p>Form Captain/ Student Council Feedback (Autumn 2, 2022 Ongoing).</p> <p>Learning Journeys - Subjects. (Autumn 2, 2022).</p> <p>Planned Form time literacy activities embedding Metacognitive skills. (Autumn 2, 2022 Ongoing).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Oracy and communication tutorial programme and in lessons with opportunities for guided talk. <i>Ongoing</i></p> <p>Debate Club (Autumn 2022).</p> <p>Writing Challenges</p> <p>Use of Targeted and disciplinary literacy.</p>	<p>EEF toolkit: Extensive research shows that oracy has a very high impact on student progress. Some pupils struggle specifically with spoken language. Considering how a school will identify pupils that need additional support around oral language and articulation, it may be helpful to focus on speaking and listening activities separately where required to meet particular needs.</p> <p>Strategies that emphasise the importance of spoken language and verbal interaction within the classroom support students in developing their written/verbal communication and ability to process knowledge more effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 and 2</p>

	<p><u>Oracy</u></p> <p>Voice 21 highly advocate the use of oracy as a tool to enhance communication for students. They state that ‘In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to success in school and life’</p> <p>https://voice21.org/what-is-oracy/</p>	
<p>Literacy across and within the curriculum</p> <p>Disciplinary Literacy (Autumn 2, 2022 Whole School Launch).</p> <p>Library Class Sessions and lessons. (Autumn 2, 2022).</p> <p>Staff ECASS Training - Whole School (Autumn 2, 2022 and ongoing).</p> <p>2023 – Ongoing Training for lead teachers.</p> <p><i>Library Reading Challenges.</i> (Spring 1, 2022).</p> <p>Shared Google Document for appropriate grade levels with created and coordinated summer reading lists. (Spring 1, 2022).</p>	<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.https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF Literacy Guidance</p> <p>Literacy is critical to learning all secondary school subjects and a strong predictor of later life outcomes. 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: £141,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English specialist Teaching Assistant	EEF Toolkit: Teaching assistants can significantly positively impact learner outcomes through targeted small-group work and whole-class support. 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 Externally sourced Tutoring Sessions.	NTP Research Focus on school led tutoring (utilisation of School Led Tutoring Fund) https://nationaltutoring.org.uk/news/learning-lessons-from-new-global-evidence-on-tutoring/	3
Reading Plus deployed in Year 7, Year 8 and Year 9 The Ruth Muskin Literacy deployed as a targeted intervention tool for SEND learners. EAL learners are supported with Digital devices to access curriculum content and improve achievement.	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 This has proven to work consistently as a tool to enhance student reading skills, comprehension and fluency The initial pilot of Reading Plus in 2021: The number of students below age expected levels decreased from 81% to 78% during the 1-month pilot. 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. Looking at crucial groups, PP students have progressed slightly more than non-PP students. As shown below, the benefits to disadvantaged students are more	1

apparent when comparing the progress of FSM students to non-FSM students.

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

Impact of Extending the Reading Plus Initiative

In the spring term 2023 most students gained higher fluency in vocabulary and comprehension skills.

- In Year 7, 75% made positive progress in vocabulary acquisition and comprehension.
- In Year 8, out of the 92% of benchmark tests completed, 65% had made positive progress.
- In Year 9, out of the 94% of students taking the benchmark test, 91% made commendable progress.

and

- 47% of students have made more than a year's progress within a term, and 78% of the cohort made a little under a Year's progress within three months.

RML Initiative Impact

19 pupils started the RML programme.

- All pupils (100%) made progress with their Reading Age.
- 1 pupil (1%) made 4 years progress with their Reading Age.
- 3 pupils (16%) made 3 years progress with their Reading Age.
- 11 pupils (58%) made 2 years plus progress with their Reading Age.
- 18 pupils (95%) made 1 year plus progress with their Reading Age.
- 19 pupils (100%) made 11 months plus progress with their Reading Age.
- 17 pupils (89%) returned to mainstream lessons as they met the exit criteria for Reading Ages.
- All 19 pupils all be assessed in Y10 for Access Arrangements for GCSE, as there maybe residual difficulties requiring extra time provision.

Pupil Premium.

- 9 pupils following the RML program are Pupil Premium
- 2 pupil premium students (22%) made 3 years Reading Age progress
- 4 pupil premium students (44%) made 2 years plus Reading Age progress.
- 8 pupil premium students (89%) made 1 year plus Reading Age progress.

	<ul style="list-style-type: none"> • 9 pupil premium students (100%) made 11 months plus Reading Age progress. • 6 pupil premium students (67%) returned to mainstream lessons as they met the exit criteria. <p>Data shows a significant uplift in reading ages and progress made through the targeted intervention.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £143,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relationship building Restorative practice Behaviour management - Ongoing.	<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 Summer 1 2022.	The benefits of having a funded and staffed school library have been proven. School libraries positively impact attitude, well-being, academic outcomes, and literacy. https://www.sla.org.uk/impact	1
Resources iPads, Google Chrome Books and resources – The Google Project – providing all students in Key Stage 3 and Year 10 with a Google Chromebook <i>Implemented Autumn 2022. Ongoing.</i>	Demand for devices since lockdown has been high. Last academic year, at least 231 students requested a device to access remote learning and complete school-related work. This year, all KS3 (Years 7 – 10) and EAL learners in Year 11 have been given Chromebook devices. 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) Spring Term 1, 2022. Ongoing.	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 <i>2022, Ongoing.</i>	Rewards can improve behaviour outcomes - Caldarella et al, 2018; Evertson, 1995; Reinke et al, 2012; Reinke et al, 2018; Thompson et al, 1974.	2 and 3

	<p>Positive effects or 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>	
<p>Staff CPD – building effective relationships and supporting students in a crisis.</p> <p>Restructured Form time programme with targeted days to address behaviour expectations. (Autumn 2, 2022).</p> <p>Form Time observations. (Autumn 2, 2022).</p>	<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
<p>Information gathering and sharing, including RAP meetings, Information Evenings with key stakeholders' systematic contact home. Ongoing</p>		
<p>Study Hub Application for Book Fund - In Process.</p> <p>Digital Devices for disadvantaged students</p> <p>Chrome book devices for all Years 7 - 10 Students</p> <p>Chrome book devices issued to Year 11 EAL Cohort.</p>	<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>	EEF Toolkit:	3

Additional funding required for aspiration interventions Ongoing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
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: £368,021

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The analysis below highlights the impact of the Pupil Premium Strategy for 2022-23

Impact of the Reading Plus Initiative

100% of pupil premium students in the autumn term made two months' progress in terms of Reading Age, with 75% making at least one year's progress, 38% of students making 2 Years' progress, and 13% securing at least three years of progress.

Most students gained Higher Fluency in vocabulary and comprehension skills.

- In Year 7, 75% made positive progress in vocabulary acquisition and comprehension.
- In Year 8, out of the 92% of benchmark tests completed, 65% had made positive progress.
- In Year 9, out of the 94% of students taking the benchmark test, 91% made commendable progress.

An analysis of progress made by students in Lexile Range (Acquisition of words and vocabulary) 47% of students have made more than a year's progress within a term, and 78% of the cohort made a little under a Year's progress within three months.

Achievement and progress in reading.

Year 7 has made the most significant progress regarding their Lexile reading range. The Year 7 performance data indicated that 42% of students entered the school in December 2022 with reading levels below Year 2 (7 years old), while only 4% were reading at Year 7 (12 years old) level or above. With the intervention, 78% of students have progressed from their original benchmark test in December 2022. 47% of the year group have recorded over one year's progress in the Spring Term.

The Year 8 performance showed that in December 2022, 23% of Year 8 students had reading levels below Year 2; 14% were reading at Year 8 and above levels. 64% of students have made some progress, and 22% have recorded over one year's progress in the Spring Term.

Year 9's progress is broadly similar to Year 8 and mirrors the impact of Reading Plus. In December of 2022, 14% of Year 9 students were reading below Year 2 levels. 65% of students have made progress in the Spring Term. 22% have recorded progress over one year.

Impact of Targeted Interventions

PROVISION	NUMBER	IMPACT
RUTH MISKIN LITERACY	19	<p>19 pupils started the RML programme.</p> <ul style="list-style-type: none"> All pupils (100%) made progress with their Reading Age. 1 pupil (1%) made 4 years progress with their Reading Age. 3 pupils (16%) made 3 years progress with their Reading Age. 11 pupils (58%) made 2 years plus progress with their Reading Age. 18 pupils (95%) made 1 year plus progress with their Reading Age. 19 pupils (100%) made 11 months plus progress with their Reading Age. 17 pupils (89%) returned to mainstream lessons as they met the exit criteria for Reading Ages. All 19 pupils all be assessed in Y10 for Access Arrangements for GCSE, as there maybe residual difficulties requiring extra time provision.
PUPIL PREMIUM	9	<p>Pupil Premium.</p> <ul style="list-style-type: none"> 9 pupils following the RML program are Pupil Premium 2 pupils premium students (22%) made 3 years Reading Age progress 4 pupils premium students (44%) made 2 years plus Reading Age progress. 8 pupils premium students (89%) made 1 year plus Reading Age progress. 9 pupils premium students (100%) made 11 months plus Reading Age progress. 6 pupils premium students (67%) returned to mainstream lessons as they met the exit criteria.
NUMERACY CATCH UP	28	<p>EHCP</p> <ul style="list-style-type: none"> 3 pupils on the numeracy catch up programme with EHCP. 3 EHCP pupils (100%) made progress on the programme. 2 EHCP pupils (67%) met the exit criteria and no longer require the programme. <p>SEN E/ SEN K</p> <ul style="list-style-type: none"> 28 pupils (100%) on the numeracy catch up programme made progress. 24 pupils (86%) met the exit criteria and returned to mainstream. 4 pupils (14%) remain on the programme with a focus on : <ul style="list-style-type: none"> Counting back Subtraction Approximate calculation. <p>Pupil Premium</p> <p>EHCP</p> <ul style="list-style-type: none"> 3 pupils on the Numeracy catch up programme are pupil Premium 3 EHCP pupils (100%) (PP) made progress on the programme. 2 pupils (67%) met the exit criteria and no longer require the programme. <p>SEN E/ SEN K – PP</p> <ul style="list-style-type: none"> 17 pupils (SEN) are PP 17 (100%) made progress on the programme 12 pupils (71%) met the exit criteria and no longer require the programme.
PUPIL PREMIUM		

PROVISION	NUMBER	IMPACT
SPELLING DYSLEXIA	1..	SEN K 1 Dyslexia pupil focused on Spelling He made progress. His spelling Age improved by 3 years 6 months He returned to the mainstream.....
TOUCH TYPING	5	EHCP <ul style="list-style-type: none"> • 3 pupils with EHCP are on the programme • 3 pupils (100%) made progress with accuracy • 3 pupils (100%) made progress with speed of typing • 1 pupil (33%) exited the programme. He has a laptop licence to use in class as his normal way of working. SEN K <ul style="list-style-type: none"> • 5 pupils participated on the programme • 4 pupils (80%) made progress with accuracy • 3 (60%) pupils made progress with the speed of typing • A Visually Impaired pupil struggled with the programme and required software to enlarge the writing. • 1 pupil (20%) met the success criteria and has returned to mainstream. He has a laptop licence to use in class as his normal way of working. Pupil Premium 3 pupils are pupil premium <ul style="list-style-type: none"> • 2 pupils (67%) made progress with accuracy. • 2 pupils (67%) made progress with the speed of writing.
PUPIL PREMIUM	3	

Impact of the ELKLAN Strategy

As a strategy to empower Pupil Premium students and students across the school to improve pupil outcomes, the ELKLAN strategy was introduced in the spring term of 2022 and is being embedded in lessons across the school. Staff were upskilled with learning strategies for supporting PP and SLCN pupils in lessons and Elklan champions trained to support staff and lead CPD sessions. Using the ELKLAN strategies in teaching and learning has enabled teachers to support pupils to achieve learning outcomes, which invariably helps to remove barriers to learning, allowing students to access the curriculum and engage with learning, consequently improving attainment.

The Elklan strategy and initiative is helping to promote learning for all students in all subjects, especially PP learners and learners with SLCN, by providing strategies to support teaching and learning. It has encouraged teachers to be more aware of struggling and SEND learners in the classroom and adapt strategies accordingly during interaction and delivery on an ongoing basis. Some strategies that have been employed by staff are:

- Facilitating a communication chain which ensures effective communication during learning, ensuring it is a “two-way street” between teachers and learners.
- Creating a calm, stimulating, supportive learning environment for all learners ensures they are comfortable and confident to engage and share in lesson activities.
- Pair-share activities allow students to use and develop language and vocabulary and express thoughts during lessons.
- Using modelling techniques to illustrate how to solve simple to complex problems regularly.
- Encouraging all learners to demonstrate understanding independently or in groups and

- Supporting learners to summarise knowledge through tools such as mind maps as a critical revision strategy.

Promoting learning using these strategies is an ongoing process where there is constant reviewing and evaluating of learning. Strategies are adapted as they deem fit to gain the most favourable outcomes for all learners.

The impact of the ELKLAN project is evident, with a demonstrable positive impact on pupil outcomes. Teachers are using the strategies in a classroom setting, which opens up an access route to learning for all learners, not just pupils with SLCN needs, Literacy difficulties, dyslexic pupils, and those with ASD. However, every pupil 11-16 can benefit. Data shows that ELKLAN strategies are now evident in 87% of lessons, with the target to be 100% by the end of the next term. Students are utilising strategies in learning, as evidenced in a recent student book scrutiny (73.1%).

Impact of Chrome Book and Digital Devices Strategy

The use of Chrome books to support reading plus and learning was initiated in the Autumn of 2022. The strategy aimed to support students, especially PP students, access to the curriculum, subsequently improving students' attainment. The initiative has been rolled out in Year 7 -10 and EAL learners in Year 11. The impact recorded has been:

- 80% of students are of the view that Chromebooks have had a positive impact on teaching and learning.
- 73% of staff have highlighted that the use of Chromebooks had had a medium or higher impact.
- There has been improved student engagement by 67% in lessons.
- A positive increase in student learning by 72% positive
- A 67.8% confidence in the use of Digital Technology and
- Improved literacy.

The equipping of all students in Year 7 – 10 and Year 11 J EAL learners with Chrome book devices, as well as over 254 students with digital devices to use to access the curriculum, study and complete work at home during and after the pandemic, has made a positive difference in students access to the curriculum, home learning and achievement.

Impact of the Literacy Hub Strategy

The library was staffed with a librarian at the start of the Autumn 2022. The rationale was to provide a literacy hub for students to support their independent learning, homework and literacy activities. The impact of the literacy hub has been significant.

- There was an increase in library class sessions and lessons.
- 69% of students indicated that they had used library services at some point during either break, lunch or after school.
- 66% of students admitted through student survey questionnaires that they like coming to the library in their free time to use the service to improve their literacy.
- 87% of students reported having borrowed at least one book from the library.
- 29% of students said that they have been reading more since the library reopened.

Year 11 2023 Outcomes

This details the impact that our pupil premium activity had on students in Year 11 in the 2022-23 academic year:

	# Pupil I	Bishop Stopford's School English and Maths Match		Nationals 2019		School A8	National A8 2019	School P8	National P8 2019
		4+ %	5+ %	4+ %	5+ %				
All Students	117	44%	34%	64%	49%	38.93	48.7	-0.11	-0.03
	Pupil Premium								
Pupil Premium	39	41%	33%	45%	24%	37.5	36.7	-0.1	
Non Pupil Premium	78	46%	35%	72%	50%	39.7	50.3	-0.11	
Pupil Premium Gap		-5%	-2%	-27%	-24%	-2.2	-13.6	+0.01	
	FSM								
FSM	35	41%	31%	41%	23%	37.1	34.9	-0.07	
Non FSM	82	46%	35%	69%	47%	39.7	48.6	-0.13	
FSM Gap		-5%	-4%	-28%	-19%	-2.6	-13.7	+0.06	

- The overall attainment for Pupil Premium students is in line with non-Pupil Premium and 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 in line with the national for 2019
- The percentage of pupil premium students achieving a 5+ match in English and maths is above the national
- For students who are currently on free school meals, the attainment in the English and maths match figures are above the national
- The in school pupil premium gap in all measures is small and progress for our Pupil Premium students was above those who were non-PP

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

- learners; to ensure everyone is more comfortable and confident to share during lessons.
- Use of pair/share activities to allow everyone a chance to use and develop language/vocabulary and express thoughts during lessons.
- Use of modelling techniques regularly to illustrate how to solve simple to complex problems
- Encourage all learners to demonstrate understanding independently or in groups through use of mini white boards and independent practice in books.
- Support learners to summarise knowledge through use of tools such as mind maps as a key revision strategy.

Promoting learning using these strategies is an ongoing process where there is constant reviewing and evaluating of learning. Strategies are adapted as it deems fit to gain the most favourable outcomes for our learners.

The ELKLAN project is improving pupil outcomes. Teachers are using the strategies in a classroom setting which opens up an access route to learning for all learners not just pupils with SLCN needs, Literacy difficulties, dyslexic pupils, and those with ASD but every pupil 11-16 can benefit.

Data shows that ELKLAN strategies are now evident in 87% of lessons with the target for this to be 100% by the end of the next term. To support this, ELKLAN strategies are a regular topic in whole staff CPD sessions with our champion staff used more and more to deliver to the rest of the staff body.

The support offered by the staff and SEND department through strategies such as ELKLAN and the pastoral support resulted in 96% of parents responding positively to the support given to their child to allow them to succeed.

Teachers have received training in school from the ECASS team. All staff learned strategies for supporting SLCN pupils in lessons. Using the ELKLAN strategies enables pupils to achieve their outcomes and removes barriers to learning. The ELKLAN champions have also facilitated INSET to teachers and governors showing them strategies that can be used to support learners.

ELKLAN Champions

Some members of staff have become ELKLAN champions. They followed a fully accredited course. We have ELKLAN Champions in the core subjects:

Carol Hart - SENCO and RS Department

Helen Otchre - EAL Department

Charmaine Cousins- Roach - Maths Department

Margaret Byrne - English Department

Husna Ali - Science Department

Current staff being trained in ELKLAN are

Simi - HLTA SEN

Siobhan Burns - TA SEN

Dimitra - EAL Department

Fatma Sonmez - Geography Department

Tracy Ansah - ICT Department

Mary Aquah - Acting member SLT

The above staff have knowledge and strategies to help all pupils with SLCN. They can offer strategies for teachers who may require knowledge of the communication chain, they are able to support staff and offer strategies for creating communication, memory and learning, promoting vocabulary development, and supporting expressive language skills. In addition, they have the knowledge to promote effective communication and social skills, helping students with unclear speech and helping students who stammer so that barriers are removed from the learning environment.

