

# Bishop Stopford School

## Pupil Premium Strategy 2019-20

This statement is updated in October and February of each year, following the publication of the league tables. This version was updated in **September 2019**.

### Summary information

The Pupil Premium is a government initiative, providing schools with additional funding for each 'disadvantaged' student who attends their school. This funding is used to raise the attainment and achievement of students who may be disadvantaged economically or through personal circumstance. Pupils eligible to receive this funding are; any student who has currently, or has received, free school meals in the past 6 years; students who are looked after in local authority care or who are adopted from care; and Services children.

There are a number of recognised barriers which disadvantaged students face and which can significantly impact upon them. These are summarised in the table below:

| <b>In-school barriers</b> |   |
|---------------------------|---|
| <b>A</b>                  | PP students are more likely to be "at risk" of academic underachievement. They often have depressed aspirations, in terms of future education and employment opportunities. |
| <b>B</b>                  | Lack of ICT equipment, books, specialist equipment for music, PE etc., uniform, equipment, transport  |
| <b>C</b>                  | Cultural deprivation - travel, visits, experiences, culture, language etc.  |
| <b>External barriers</b>  |   |
| <b>D</b>                  | PP students' attendance is likely to be below the average figure for all students in the school.  |

The number of students at Bishop Stopford School, who were eligible for Pupil Premium funding during the 2019-20 academic year, is shown below:

| <b>Pupil Premium Grant (PPG) Funding Allocations 2019-20</b> |                           |                              |
|--|---------------------------|------------------------------|
|  | <b>Number of Students</b> | <b>Funding (per student)</b> |
| Free School Meal Students                                    |                           | £935                         |
| Ever6 Students   |                           | £935                         |
| Service Children   |                           | £300                         |
| LAC Jan Census   |                           | £2300                        |
| <b>Total</b>   |                           |                              |

2019-20 numbers to be confirmed.

## 1. Planned outcomes: 2019-2022

In line with government recommendations, from September 2019 schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school’s pupil premium statement.

|          | <i>Desired outcome</i>  | <i>Success criteria</i>   |
|----------|---|---|
| <b>A</b> | <p>Academic performance of PP students improves.</p> <p>More students continue their studies onto sixth form and colleges aspiring to apply for university or further education course.</p> | <p>All year 11 students attain a positive P8 score over the course of the next 3 years.</p> <p>The “gap” between the P8 performance of PP and non-PP students continues to reduce over the next 3 years.</p> <p>Academic performance of PP students in other year groups is in line with non-PP students.</p> |
| <b>B</b> | <p>All students have access to equipment and resources enabling them to maximise educational and enrichment experiences.</p>  | <p>Revision resources and specialised equipment provided for PP students.</p> <p>Access to equipment and facilities provided that enhance both learning and cultural capital.</p>   |
| <b>C</b> | <p>All students given the opportunity to attend cultural visits, and are educated and experience different cultures.</p>  | <p>PP funding subsidises educational and residential trips. Records demonstrate PP students are attending them.</p> <p>KS3 club provides educational, cultural experiences.</p>   |
| <b>D</b> | <p>Attendance of PP students in school is in line with non-PP students.</p>   | <p>Records of attendance officer demonstrates that this issue has been addressed.</p>   |

### The School Improvement Plan and Pupil Premium Strategy- 2019/20

Aim 3b of the Bishop Stopford School Improvement plan focusses on reducing the gap between non-disadvantaged students and disadvantaged students. This links closely with the aim of the Pupil Premium Strategy over the next three years, whereby we aim to close the gap entirely.

The School Improvement Plan is also committed to developing ways in which we can ‘strengthen the approaches to cultural capital’ for disadvantaged students. More information on this can be seen in Section 5: Planned Expenditure 2019-22.

## 2. Student Progress: 2018-19

In **2019**, it is estimated the school achieved the following outcomes with students from disadvantaged backgrounds.

|                                   | National achievement for non-disadvantaged students<br>(2018 validated Figures) | National achievement for disadvantaged students<br>(2018 validated Figures) | Achievement of disadvantaged students at BSS<br>(2019 un-validated figures) | Gap between disadvantaged students at BSS and non-disadvantaged students nationally | Gap between disadvantaged students at BSS and disadvantaged students nationally |
|-----------------------------------|---|---|---|---|---|
| <b>Progress 8</b>                 | 0.13  | -0.44   | <b>0.41</b>   | +0.31   | +0.85   |
| <b>Attainment 8</b>               | 50.1  | 36.7  | <b>53.13</b>  | +3.03   | +16.43  |
| <b>% 9-4 in English and Maths</b> | 71.5  | 44.5  | <b>73</b>   | +1.5  | +28.5   |
| <b>% 9-5 in English and Maths</b> | 50.1  | 24.5  | <b>60</b>   | +9.9  | +35.5   |
| <b>% Entered for EBacc</b>        | 42.8  | 26.4  | <b>66.67</b>  | +23.87  | +40.27  |
| <b>% Achieved EBacc</b>           | 28.5  | 12.1  | <b>40 (9-4 method)</b>  | +11.5   | +27.9   |

In **2018**, the school achieved the following outcomes with students from disadvantaged backgrounds.

|                                   | National achievement for non-disadvantaged students<br>(2018 Figures) | National achievement for disadvantaged students<br>(2018 Figures) | Achievement of disadvantaged students at BSS | Gap between disadvantaged students at BSS and non-disadvantaged students nationally | Gap between disadvantaged students at BSS and disadvantaged students nationally |
|-----------------------------------|---|---|--|---|---|
| <b>Progress 8</b>                 | 0.13  | -0.44   | <b>0.10</b>                                  | -0.03   | +0.54   |
| <b>Attainment 8</b>               | 50.1  | 36.7  | <b>47.02</b>                                 | -3.08   | +10.32  |
| <b>% 9-4 in English and Maths</b> | 71.5  | 44.5  | <b>85</b>                                    | +13.5   | +40.5   |
| <b>% 9-5 in English and Maths</b> | 50.1  | 24.9  | <b>38</b>                                    | -12.1   | +13.1   |
| <b>% Entered for EBacc</b>        | 42.8  | 26.4  | <b>77</b>                                    | +34.2   | +50.6   |

|                         |      |      |                        |      |       |
|-------------------------|------|------|------------------------|------|-------|
| <b>% Achieved EBacc</b> | 28.5 | 12.1 | <b>38 (9-4 method)</b> | +9.5 | +25.9 |
|-------------------------|------|------|------------------------|------|-------|

The figures for 2019-20 demonstrate a significant improvement in outcomes for disadvantaged students in the 2018-19 academic year.

The gap between their performance and non-disadvantaged students nationally is now marginal in the key progress measures. The aim over the course of the next three years is to not only exceed the performance of non-disadvantaged students nationally, across all progress measure but to close the gap, which exists between non-disadvantaged and disadvantaged students at the school.

### **3. Review of expenditure: 2018-19**

There were 116 students at Bishop Stopford School last year who were in the receipt of Pupil Premium funding. This resulted in a total of £74,167 being allocated across Years 7-11.

#### **Pupil Premium interventions**

To help deploy additional funding as effectively as possible, we have used guidance from The Sutton Trust who have carried out extensive research into how to use these funds to raise achievement.

At Bishop Stopford, we recognise the importance of tailored strategies and personalised interventions and support to ensure each child reaches his/her unique potential. We are committed to provide high quality and effective support to ensure disadvantaged students are offered the same opportunities and access to learning as all other pupils. The progress all students are making is regularly reviewed and changes are made to interventions if necessary.

Details of strategies, interventions and resources that were used to bridge the gap and support our Pupil Premium students along with the costs, objectives and impact are explained on the following pages.

| <b>Curriculum Support</b>                               | <b>Costs</b>    | <b>Objective &amp; Impact</b>  |
|---|-----------------|--|
| <b>Homework Club</b><br><br><b>1:1 Support sessions</b> | <b>£131</b>     | During the 2018- 2019 academic year, homework club ran every evening in the library, ensuring students had access to resources they may need to complete independent work. On a Tuesday evening a teaching assistant was present to target and support Pupil Premium students attending, helping a number of Year 11 students with their coursework and exam preparation.  |
| <b>Private Tutoring</b>                                 | <b>£16,816</b>  | One of the most successful areas of the Pupil Premium expenditure has been one-to-one tuition. There has been a mix of outside agencies/tutors and members of staff within the school providing individual support across key stages and across subjects.  |
| <b>Resources and revision guides</b>                    | <b>£3891.75</b> | A number of resources were bought for students, including text books, revision work booklets across KS3 and 4 to ensure students could continue independent study out of school.   |
| <b>SAMlearning subscription</b>                         | <b>£3391.20</b> | SAM learning has been a resource bought using Pupil Premium for five years. Its use is monitored and different ways are adapted each year to improve its use.  |
| <b>MathsWatch VLE</b>                                   | <b>£450.00</b>  | For the last three years, Pupil Premium has paid for the MathsWatch VLE internet resource. This uses video links and other resources to help students consolidate maths topics independently.  |
| <b>Internal Workshops</b>                               | <b>£699.00</b>  | These workshops ranged from Samba drumming to P.E revision for year 11 students. They provided either cultural experiences for individuals or aided their learning and revision techniques.  |
| <b>After school clubs</b>                               | <b>£1937.00</b> | The after school club allows down time for students straight from school, allowing them to socialise in a safe environment. The staff also run activities linked to key events in the calendar, allowing students to take part in hands on activities such as baking and pottery painting. Two members of staff prepare and run this club, which is attended by more than 30 Year 7, 8 and 9 Pupil Premium students across two evenings. |
| <b>Guidance and support</b>                             | <b>£1620.00</b> | Some students require extra professional support. In liaising with the pastoral system, we were able to identify those students who needed some counselling. The cost of this was  |

|                                     |                   |   |
|-------------------------------------|-------------------|---|
|                                     |                   | taken from the Pupil Premium budget if the students were in receipt of the funding.   |
| <b>Careers and post-16 guidance</b> | <b>£2724</b>      | Careers meetings and trips have been supported with Pupil Premium funding to ensure our students receive information and the opportunity to explore the avenues open to them after their KS4 studies. To encourage aspirational goals Leeds University visited the school to hold a workshop for a group of very able Pupil Premium students. This acted as a real motivation to particular individuals in the run up to their final exams. Students from years 9-11 all had one to one meeting with our careers advisor to allow them to receive bespoke advice and guidance on options and careers,   |
| <b>Hobbies and Interests</b>        | <b>£535</b>       | We have supported students who enjoy playing musical instruments in NPAT membership and residential activities. This has improved their well-being and developed important life-skills.   |
| <b>Trips</b>                        | <b>£7107</b>      | <p>As the residential trips have such a social impact on the students in the early stage of their school life at Bishop Stopford, the Pupil Premium funding is used to pay for the entire Year 7 Govillion trip, if necessary, and subsidise the Isles of Scilly trip by 50%. This gives the students a chance to build friendships at an early stage.</p> <p>In addition to this, we fully fund any trips that directly benefit students learning, such as the Geography fieldwork visit and theatre trips. Not only do these trips serve an educational purpose, they often also serve as cultural capital for students allowing them to have experiences they may not have had previously.</p> |
| <b>Music Lessons</b>                | <b>£18,491.75</b> | Music lessons are always funded by Pupil Premium, as we realise the importance of allowing students to embrace other qualities, especially if they are in a position where their family cannot afford the fees. Students are monitored by the Peripatetic coordinator to make sure they are attending. Outside music lessons have also been arranged and charged to the school, as well as workshops and examinations enabling students to progress through the grades.   |
| <b>FSM</b>                          | <b>£14,288</b>    | Following changes to the funding, students who are in receipt of the Free School Meals must have the cost paid for out of their Pupil Premium allocation. This cost was quite significant and was based on the number of students eligible and the number of days a year claiming Free School Meals.  |
| <b>Pupil Premium Staff Costs</b>    | <b>£1954</b>      | A member of staff, monitoring the budget and overseeing the best way to spend the funding was employed. The cost of this includes the remuneration rate and the on costs associated with this. Funding has also been used to cover the costs of training courses.   |
| <b>Uniform</b>                      | <b>£177.15</b>    | If a student is not wearing uniform in line with the school uniform policy it has been purchased from the Pupil   |

|                  |             |   |
|------------------|-------------|---|
|                  |             | Premium funding to ensure students have the correct uniform and appropriate footwear.   |
| <b>Transport</b> | <b>£466</b> | Transport home from school has been arranged for students to get home after extra tuition or intervention sessions that have taken place after the end of the school day. Students who would usually get the school bus home were provided with alternative transport to ensure they did not miss out on these opportunities. |

## **5. Planned Expenditure 2019-22**

This academic year (2019-2020) Bishop Stopford will be in receipt of approximately **£83,215**; below are the outline plans for how significant proportions of the money will be spent, together with expected impact.

As we move towards a three-year Pupil Premium strategy, our focus will be to continue to refine and improve our practice, as there has been a significant improvement in the results of disadvantaged students over the last two years. Our three-year plan will encompass the following priorities:

- Reflecting on strategies used over the last two years, using student voice to help us to understand which interventions were most effective with students. This will allow us to refine our practice further.
- A focus on managing larger cohorts of Pupil Premium students (the year 11 cohort is set to increase over the next 3 years). This will potentially allow us more flexibility, to consider recruiting staff with a specific purpose to support Pupil Premium students.
- To ensure all Pupil premium students are engaged in learning, and able to reach their unique potential. Whilst this has always been the our top priority, a three-year plan allows us to have a clearer overview of each students learning journey and how best they can be supported- introducing more interventions lower down the school.
- To continue to strengthen our approaches to cultural capital.

This multi-year strategy will mean we plan the interventions below over a three-year period, with reviews at the end of each year to consider any changes that need to be made.

| <b><u>Commitment</u></b>   | <b><u>Expected impact</u></b>   | <b><u>How will the impact be measured</u></b>   | <b><u>Review date</u></b>    |
|--|---|---|------------------------------|
| <b>Intervention</b>  |   |   |                              |
| Continuation of 1:1 and small group tuition. Targeted KS4 and KS3 students receive focus sessions in core subjects.  | PP students attend and make expected or better than expected progress in Progress 8 subjects.<br><br>By starting intervention earlier in KS3, issues students may have can be addressed earlier on. | KS4 reports reviewed termly to identify students making less progress.<br><br>PP coordinator liaises with students and organises tuition.<br><br>Evidence impact in GCSE results 2020. Student voice to be considered at this point and changes made for the next academic year if necessary. | Termly.<br><br>Sept 2020.    |
| Additional maths support: selected students are receiving targeted support from an ex-Bishop student, looking to pursue a career in teaching. This is in small groups of 2-3 students. | PP students attend and make expected or better than expected progress in Progress 8 subjects  | KS4 reports reviewed termly to identify students making less progress.  | Termly.                      |
| 'Grade 9 club'. A specific workshop for students targeted grade 9 in maths and science. This will aim to boost attainment at the top end.  | The number of students achieving top end grades will increase.  | Evidence of impact in results in 2020.<br><br>Again, student voice will be used to measure how effective students felt this programme was.  | Sept 2020.<br><br>Sept 2020. |

|  |   |  |  |
|--|---|--|--|
| We aiming for this to be run by sixth formers who were Pupil Premium lower down the school.  |   |  |  |
| <b>Resources</b>   |   |  |  |
| Revision resources: revision guides to be ordered for all PP students for core subjects.<br><br>Letters sent home to parents allowing them to specify guides/equipment needed.                                     | Students will make the expected levels of progress in KS3 and KS4 and are able to work independently with revision guides provided.   | HOY and SLT link analyse data from KS3 and KS4 reports.  | Termly, date dependent on different year groups. |
| Equipment and resources: students receive equipment packs with maths equipment. There are also KS3 reading books, numeracy and literacy workbooks provided for additional support that can be completed from home. | Improvement in behaviour as students are equipped and well organised.<br>An improvement in levels of progress for KS3 students in numeracy and literacy.  | HOY and PP coordinator liaise reporting students' detentions and progress, key focuses; lack of equipment and homework.  | Termly.  |
| Provide access to performing arts schemes for students.  | Students engage in free music lessons, providing an opportunity to work towards exams and achieving qualifications.   | PP coordinator liaises with music technician. Students achieve grade certificates in music. Continue music for GCSE.<br><br>Students participating in school concerts and attending external events. |  |
| <b>Guidance</b>  |   |  |  |
| Provide access to careers workshops, guidance and mentoring  | Years 10 and 11 students receive tailored careers advice and guidance, encouraging engagement, and improvement in attitude to learning. Year 9's are provided guidance whilst selecting options, to ensure they make the best choices for their future career goals. Work books have also been purchased to allow students to complete reflection activities directed by the careers advisor. | Year 11 students have a direction for further education at the end of year 11.<br>All students complete applications.  | Aug 2020   |
| Leeds University morning.  | Enrichment opportunities for VAT PP students increases leading to better academic performance and aspirations which are   | Year 11 students have raised aspirations, more students continue to study A-level monitor their progress onto higher education.  | Aug 2020 - 22                                    |

|   |   |  |                                    |
|---|---|--|------------------------------------|
|   | better aligned with their academic potential.   |  |                                    |
| Mentoring and counselling: mentoring scheme provided for targeted PP students, furnishing support and advice  | Improvement in behaviour and therefore more positive and encouraging attitude to learning. Improved attendance in lessons.  | HOY liaise with PP coordinator and SLT, measure impact from behaviour, reports and teacher feedback.       | Student dependent; minimal termly. |
| <b>Enrichment</b>   |   |  |                                    |
| Offer of trips: educational visits and trips are either 50% or 100% subsidised from PP funding depending on individual circumstances.   | PP students have the opportunity to visit cultural and educational events and venues enrich their academic understanding. Trips also have proven to build social relationships amongst their peers.   | Student and parent feedback  | 'Post-trip'                        |
| KS3 social club: KS3 PP students are invited to attend a club staffed by members of our learning support team to develop a number of skills and take part in educational activities. Refreshments are provided. | Positive student voice so this has continued. Students will have the opportunity to develop practical, cooking and craft-making skills, as well as providing a social yet educational environment. Improvement in behaviour and attendance. | LS liaises with PP coordinator. Monitor student attendance and feedback of club.                           | Termly                             |
| Sports Leaders Training   | This training will allow students to gain a qualification in sports leadership, which will enrich their CV and skill set for applications to further education.   | Student feedback.  | 'Post-training'                    |
| Peterborough Cathedral Visit  | This trip enhanced students 'cultural capital', allowing them to visit a cathedral and the city of Peterborough.  | Student feedback.  | 'Post-trip'                        |
| <b>Staffing</b>   |   |  |                                    |
| Attendance officer in school: monitor the attendance of PP students and follow up absences. Liaise with PP coordinator to facilitate work is being caught up on or sent home.                                   | To aim to secure good attendance of PP students; minimise the amount of work students miss and therefore minimise the negative impact on progress.  | Attendance reviewed termly by HOY.<br><br>Intervention and support provided for student with high absence. | Termly                             |