

Pupil premium strategy evaluation October 2022

2021-22 Number of pupils in school	1264 (957 Y7-11)
2021-22 Proportion (%) of pupil premium eligible pupils	12% (117 students)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date of review	October 2022

Funding overview

Detail	Amount
Pupil premium funding allocation 2021-22	£124,980 PP, Service and PP+
Recovery premium funding allocation 2021-22	£15,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,000
Total budget for 2021-22	£155,515

Statement of intent

We believe in enabling and empowering young people to experience life in all its fullness (John 10:10) through learning, loving and living.

The targeted and strategic use of Pupil Premium funding will support us in achieving our vision, enabling every student to fully experience the rich and varied curriculum at Bishop Ramsey School and achieve their potential.

The use of Pupil Premium funding is primarily for the benefit of, but not restricted only to those, who are allocated the grant in any given year. It is spent using the three-tier plan of

- i) Whole school teaching, to support the development and delivery of quality first teaching and learning;
- ii) Targeted academic support, through the use of interventions and tutoring managed by the Inclusion Faculty;
- iii) Wider strategies, supported by the Pastoral and Welfare Teams

Key Challenges

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

Challenge number	Detail of challenge
1 – Aspiration and transition to post 16	<p>Students from disadvantaged backgrounds may be less likely to go into the 6th form and on to university. Our data on entry shows a number of HPA students, not all of whom meet the criteria for 'Most able' but who should be included in stretch activities.</p> <p>Our observations and conversations have shown too that for students in receipt of PP funding in Y11, the change to the bursary in the 6th Form can be an additional challenge.</p> <p>The prior attainment of many of our disadvantaged students means that many do go on to college and ensuring they have opportunities to engage with quality advice and know what courses are on offer is important.</p>
2 – Resources and access	<p>It became clear in lockdown that many students, including the disadvantaged in the years that had not been given devices under the BYOD scheme, had no access to the increasing number of digital platforms used in school, except via their phone. From observations and conversations with parents, there is also the need for students to have equal access to items that enable them to fit in with their peers, such as uniform, trips and learning materials.</p>

3 – Behaviour, personal development and wellbeing	<p>Behaviour - data shows a significantly higher percentage of disadvantaged students receiving detentions and fewer receiving housepoints, throughout the year, putting them at risk of being less engaged and motivated in school. Wellbeing - Our data from Place2Be, and observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven, for older students, by concern over catching up and for younger ones, relationships and an extended time working at home during key points in their educational experience. These challenges particularly affect disadvantaged pupils, including personal development and attainment.</p>
4 - Attendance	<p>As of November 2021 – 34 out of 117 PP students (30%) are persistent absentees (under 90%) which is far higher than their peers average of 10% persistent absenteeism. The attendance percentage is 94% for non-disadvantaged and 90.5% for disadvantaged students, affecting their academic attainment and other factors such as wellbeing, feeling part of the school community and social development.</p>
5 – Lower literacy/numeracy and poor learning or organisation skills	<p>Data on entry to the school shows that on the whole, disadvantaged students have a higher percentage of SEND and LPA than their peers. In some year groups the percentage of those with above average grades in one or both subjects is higher than their peers, although this is not reflected in the pathways, which are based on HPA across subjects.</p> <p>2021 (Y7) CATs data show a clear disparity between the higher number of disadvantaged students achieving below 95 and fewer of them achieving in the high average to very high than their peers.</p> <p>2020 (Y8) 20% of disadvantaged students, compared to around 10% of their peers, are in the below 95 range for CATs. A higher percentage of disadvantaged students in this year group also have over 112 CATs scores.</p> <p>2019 (Y9) 20% of disadvantaged students, compared with 12% of their peers, achieved below 95 in either Maths or English in KS2. A higher percentage of students in this year group also have over 112 in either Maths or English KS2 SATs, compared with 41% of their peers.</p> <p>2018 (Y10) 20% of disadvantaged students, compared to around 10% of their peers, achieved below 95 in either Maths or English in KS2. 25% compared with 45% achieved above 112 in either Maths or English.</p> <p>Study skills and independence - Our observations are that many lower attaining disadvantaged pupils lack strategies when faced with challenging tasks, notably in study skills, organisation and breaking tasks down to manage them. This was especially evident during the first lockdown, when work was posted online in the form of lengthy powerpoints, which students couldn't access. Online lessons and having students in school mitigated this to an extent in the second lockdown, but it remains a difficulty, for instance, when revising.</p>
6 - SEND	<p>A higher percentage (18%) of disadvantaged students have SEND needs, compared with their peers (12%) so the timely diagnosis of these needs and intervention is key and it is important that a lack of parental resources doesn't impact on this.</p>

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 – 3 year plan	Review 2022
To sustain and continue improved the Progress 8 of disadvantaged students	Maintain 0 or positive difference in progress 8 between disadvantaged and non-disadvantaged students.	VA for disadvantaged positive (0.22) an improvement from 2019. However, there is still a gap between the P8 for disadvantaged and non-disadvantaged students
To improve the percentage of disadvantaged students achieving a strong pass in both Maths and English by securing improved strong pass in Maths to 45% or greater.	To improve from 40% to at least 55% by 2022, then 60% in 2023 (to close the 30% gap evident in summer 2021 results) Of these not achieving a pass in both, 56% achieved a strong pass in English compared to 0% in Maths.	Year on year improvement for disadvantaged students, with significant increase in those achieving a standard pass in Maths and English from 46% to 78% supported in the main by better outcomes in Maths. Strong pass remains a target, as the percentage of students achieving this is still far lower than for non-disadvantaged students.
To improve the attendance of disadvantaged students; currently 5% lower than non-disadvantaged	Attendance of students in receipt of PP will be within 1% of that of those who are not.	September 2022 still a gap, but has closed by 1% to 4% difference.
To continue to improve number of disadvantaged students entering for Ebacc	Continue to increase from 2021, aiming for 55% by 2024	47.8% Ebacc entry for disadvantaged students in 2022 compares with 52% entry for non-disadvantaged and is an increase
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	Lesson observations, work scrutiny and learning walks will show that all students, including disadvantaged students, are more able to break down tasks, problem solve and manage learning, especially revision. This will show in improved in-year monitoring data across subjects and year groups, not just GCSE.	'Positively You' exam skills in place for Y10 rather than Y11, to develop those revision and learning skills in preparation for Y10 exams. As a whole school focus, an improved use of metacognitive strategies, such as planned recall at the start of a lesson, has been observed.

Activity in this academic year

This details how we have spent 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: £70,000 (includes salaries); actual c £50,000

Planned Activity	Actions 2021-22	Challenge number(s) addressed
Recruitment of TA to support students in and out of lessons, in particular with targeted intervention	TA recruited to support in lessons, oversee interventions and meet with students, providing monitoring of needs and in-lesson support for those with SEND. This role will continue within the new AIC structure in 2022-23	4,5,6
Training for all staff (ongoing) on the use of metacognitive teaching strategies, vocabulary teaching and understanding challenges disadvantaged students face	Staff training on and monitoring of the use of metacognitive strategies continued as part of the school's training and development programme. The value of quality first teaching to SEND and disadvantaged students was the focus on the SEND training sessions.	5,6

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

Budgeted cost: £40,000; actual c £17,000

Planned Activity	Actions 2021-22	Challenge number(s) addressed
Online NTP-provided Maths tutoring in KS4 TA-led interventions for literacy and reading in KS3	Online tutoring in maths was provided for 34 Y11 students in the Autumn term and then offered to 30 Y10 students in the Spring term. We felt that in-school would ensure better engagement and attendance than at home, however, there were some technical issues. Feedback from students and staff suggests it was more successful for Y11 than Y10, with 26 making a grade or more progress from Autumn to Spring assessments.	5,6

	TAs were trained in delivering Catch Up Literacy intervention programme in Spring 2022 and began delivering sessions to 6 students in the Summer Term. This is being rolled out further in Autumn 2022.	
School-led tutoring in person via 6 th form Core Learning tutors, with a focus on Y11 and core subjects	18 students in Y10 and 11 received weekly tutoring from 6 th form students and student feedback suggests this was often more effective and valued than the online tutoring. Some individual students funded for tutoring as part of recovery through a local tutoring agency	5,3
External agencies workshops on study skills/learning/problem solving in all KS	Positively You ran workshops on mental health and resilience (Y7-11), study skills and exam preparation (Y10). Feedback suggests this was useful to many students, especially the resilience to the younger year groups.	5
1-1 or small group intervention sessions with PP TA on organisation, learning strategies	Ongoing organisation club was run by Inclusion. Study skills intervention also run through Inclusion Faculty.	5

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

Budgeted cost: £ 40,000; actual c £65,000

Planned Activity	Actions 2021-22	Challenge number(s) addressed
Resources such as uniform, books, digital devices and access, including at transition to 6 th form. Subsidising trips and enrichment.	Curriculum trips and resources subsidised for all years and transition to 6 th form supported by the provision of books, devices and uniform, to enable all students to participate fully in school life, particularly following Covid. Devices provided in line with whole cohort, for incoming Y7, creating more equality of access for all students.	1, 2
Purchase of PASS assessment to assess wider picture of student wellbeing following school closure	PASS survey conducted to evaluate further feedback on pupil attitudes to school and self, for year on year comparison and to improve understanding of disadvantaged students challenges and perceptions.	3

<p>Mentoring from 6th form students, with a focus on improving confidence and wellbeing in KS3 (c/f catch-up and recovery)</p> <p>Counselling service (Place2Be)</p>	<p>Mentoring not undertaken this year; the intention was to recruit using a TLR3, but no teaching staff applied. The planned 6th form mentoring has been passed to Deputy Head Students and Chapel to explore as a project.</p> <p>Continues to be part-funded from PP funding. In 2021-22 the proportion of PP students seen was lower than in previous years, but still about 15%, in line with the proportion of these students in the school as a whole.</p>	
<p>Careers project and meetings with advisor</p>	<p>PP and SEND students given priority with CIEAG advisor. In Spring 2022 a project with Future Frontiers was undertaken, enabling disadvantaged students with middle grades to meet with workplace mentors. 15 students benefitted from this and further individual careers meetings are provided for them through FF in Y11.</p>	<p>1</p>
<p>Purchase of a welfare service to work with students whose attendance is below 95% and improvement of school systems for tracking, monitoring and follow-up</p>	<p>Service contracted for 1 day a week, from Easter 2022</p>	<p>4</p>
<p>Timely screening for SEND needs and priority EP</p>	<p>Some screening was funded, however this has mostly now been integrated into the Inclusion budget</p>	<p>3,5,6</p>
<p>Behaviour support services</p>	<p>The Skills Hub funded for part of the year. We are now investigating whether other external providers could be used. As an interim, KICK mentoring will begin Autumn 2022.</p>	<p>3</p>

PP spending 2021-22

