

Pupil premium strategy statement

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bishop Ramsey CE School
Number of pupils in school (Sept 2022)	1273 (986 Y7-11)
Proportion (%) of pupil premium eligible pupils (Sept 2022)	12% (116 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	C Wells
Pupil premium lead	L Robinson
Trustee lead	R Garton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Disadvantaged (97 students) Plus (12 students) Service (7 students) *£129,830
Recovery premium funding allocation this academic year	£26,082
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,630
Total budget for this academic year	*£181,542

*estimated on government projection Sept 2022

Part A: Pupil premium strategy plan

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

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>We have now implemented a whole school device programme to ensure all students have the same digital access. The students in receipt of PP funding have theirs purchased for them. 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	<p>Behaviour - data shows a significantly higher percentage of disadvantaged students receiving detentions and fewer receiving</p>

<p>development and wellbeing</p>	<p>housepoints, throughout the year, putting them at risk of being less engaged and motivated in school.</p> <p>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> <p>ATL data from PASS survey shows students on FSM as having lower than average positivity about work ethic and motivation and lower than their peers in terms of self regard as learners.</p>
<p>4 - Attendance</p>	<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> <p>November 2022 – Attendance of PP student remains 4.5% lower than those who are not in receipt of PP funding. (24% are persistent, a drop on last year, but the gap remains but has reduced, as non PP are 11.4% persistent)</p>
<p>5 – Lower literacy/numeracy and poor learning or organisation skills</p>	<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>2022 (Y7) CATs data shows disadvantaged students with an average of 98.7, as opposed to a non-disadvantaged average of 102.8, a gap on entry. Largest gap is on verbal average with 96 against 104.4.</p> <p>2021 (Y8) 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 (Y9) 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 (Y10) 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 (Y11) 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>

	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 remains a difficulty, for instance, when revising.
6 - SEND	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.

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
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.
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. (Strong pass in science and humanities is 53% for comparison)
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.
To continue to improve number of disadvantaged students entering for Ebacc	Continue to increase from 2021, aiming for 55% by 2024
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.

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: £70,000 (includes salaries)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of HLTA and AIC manager time to support students in their day to day needs, learning and pastoral.	EEF Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	4,5,6
Training for all staff (ongoing) on the use of metacognitive teaching strategies, vocabulary teaching and understanding challenges disadvantaged students face	EEF research on the values of metacognition and self-regulated learning for all students, but particularly the disadvantaged Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	5,6

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

Budgeted cost: £40,000 (including recovery funding of £29,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core Learning tutors (6 th formers)	EEF evidence on targeted tuition One to one tuition EEF (educationendowmentfoundation.org.uk)	5,6,3
TA-led interventions for literacy and reading in KS3	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Literacy package for Y9 students		
External agencies workshops on study skills/learning/problem solving in all KS	These focus particularly on metacognitive and memory strategies Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	5

1-1 or small group intervention sessions with HLTA on organisation, learning strategies, dyslexia	Small group tuition EEF (educationendowmentfoundation.org.uk)	5
Additional tutoring online or in person for core subjects where catch up needs identified (funded from school led tuition and supplemented with PP and recovery funding)	One to one tuition EEF (educationendowmentfoundation.org.uk)	5,6,3

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources such as uniform, books, digital devices and access, including at transition to 6 th form. Subsidising trips and enrichment.	EEF report into the attainment gap [2018] emphasises the importance of transition stages and aspiration/life chances EEF Attainment Gap Report 2018 - print.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2
Purchase of PASS assessment to assess wider picture of student wellbeing Mentoring from 6 th form students, with a focus on improving confidence and wellbeing, led by 6 th form Chaplaincy team Counselling service (Place2Be) KICK mentor to work with students in solutions based coaching	Importance of wider strategies New guide for schools to support their pupil premium strategy EEF (educationendowmentfoundation.org.uk)	3
Careers project and meetings with	Pg8 EEF report into the attainment gap [2018] emphasises disadvantage and its effect on life	1

advisor; additional project – Future Frontiers	chances and outcomes EEF Attainment Gap Report 2018 - print.pdf (d2tic4wvo1iusb.cloudfront.net)	
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	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	4
Behaviour support services (overlaps with KICK mentor) Possible additional staff member	Wider strategies New guide for schools to support their pupil premium strategy EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £180,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This summarises the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. A full evaluation report of all activities and their costs can be found on the website, in the pupil premium section.

Whole school T&L:

Continuing school focus on quality first teaching, delivered through school staff training and regular CPD.

Targeted support:

Attendance:

November 2022 – Overall attendance of PP student remains 4.5% lower than those who are not in receipt of PP funding. (24% are persistent absentees, a drop of 6% on last year. The gap remains but has reduced, as non-PP have 11.4% persistent absentees)

Tutoring:

The group online maths tutoring for Y11 students contributed to improved maths grades and Y10 and 11 students were provided with 6th formers to tutor them, improving confidence and providing ongoing support in core subjects.

Outcomes: GCSE data:

47.8% EBacc entry for disadvantaged students in 2022 compares with 52% entry for non-disadvantaged and is an increase

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 lower than for 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

Wider support:

Y7 students supported to have the same device as all students, creating equality of access. Wifi and online access at home remains a challenge in some cases.

Increased spending on resources and enrichment/curriculum trips enabled students to participate in the life of the school. This included external companies, such as Positively You to reinforce study skills and wellbeing strategies.

A slightly higher proportion of disadvantaged students (15%) were seen by the counselling service and behaviour service.

Externally provided programmes - none

Programme	Provider

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Learning resources, especially laptops; trips/enrichment
What was the impact of that spending on service pupil premium eligible pupils?	Students were able to participate fully in learning and enrichment in school