

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium and Recovery Premium funding to help improve the experiences, attainment, and life chances of our disadvantaged students.

It also outlines our Pupil Premium and Recovery 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.

In line with government recommendations, from September 2019 schools were encouraged to move away from full annual reviews that can be time-consuming. Instead, they are encouraged to consider a multi-year strategy around Pupil Premium cohorts – such as one covering a three-year period –with light touch annual reviews that will continue to form the school's Pupil Premium statement.

School overview

Bishop Stopford School	
Detail	Data
Number of students in school (years 7-11)	1082
Proportion (%) of Pupil Premium eligible students	13%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Gerry Kirke (Assistant Head)
Pupil Premium lead	Kirsty Whitehead
Governor / Trustee lead	Steve King

Funding overview

We continue to review the impact of our expenditure to ensure no child is left behind, socially, academically or culturally.

Detail	Amount
Pupil Premium funding allocation this academic year	£63,135
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£34,785.97
Recovery Premium 2023-2024	£22,908
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	£120,801.97

Part A: Pupil Premium Strategy Plan

Statement of intent

In line with our curriculum intent, we expect all our disadvantaged to achieve to their unique potential, regardless of their socio-economic status. Aspiration underpins our broad and balanced curriculum, and we focus our efforts on ensuring that our disadvantaged students are equipped with the skills essential for success in all areas of school life.

This includes high academic challenge allied with a range of social and emotional support provisions.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students are more likely to be “at risk” of academic underachievement. They often have depressed aspirations, in terms of future education and employment opportunities.
2	Disadvantaged students are more likely to have limited access to ICT equipment, books, specialist equipment for music, PE etc., uniform, equipment, transport.
3	Disadvantaged students are more likely to experience cultural deprivation - travel, visits, experiences, culture, language etc.
4	Disadvantaged students’ attendance is likely to be below the average figure for all students in the school.
5	The impact of COVID-19 is likely to have significantly impacted disadvantaged students

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. These intended outcomes are part of our 3-year Pupil Premium strategy, which started in 2023 and will be fully reviewed in 2026. Interim reviews take place twice a year.

Intended outcome	Success criteria
<i>Academic performance of disadvantaged students improves.</i>	<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 significantly reduces over the next 3 years.</p> <p>Academic performance of PP students in other year groups is in line with non-PP students.</p>
<i>More students continue their studies onto sixth form and colleges aspiring to apply for university or further education course.</i>	An increase in disadvantaged students carrying on their studies into Bishop Stopford School Sixth Form (BSS6) compared to previous years.
<i>All students have access to equipment and resources enabling them to maximise educational and enrichment experiences.</i>	<p>Revision resources and specialised equipment provided for all disadvantaged students.</p> <p>Access to equipment and facilities provided that enhance both learning and cultural capital.</p>
<i>All students given the opportunity to attend cultural visits, and are educated and experience different cultures.</i>	Pupil Premium funding subsidises educational and residential trips. Records demonstrate disadvantaged students are attending them and our trips and visits policy prioritises disadvantaged students in any trip ballots.

<p><i>Attendance of PP students in school is in line with non-PP students.</i></p>	<p>This will be closely monitored by Heads of Year and the PP coordinator. On average, there is a small gap between the attendance of disadvantaged and non-disadvantaged students which we are continuing to address.</p> <p>Intervention will be swift when any Pupil Premium students' attendance falls below the school average.</p>
<p><i>All disadvantaged students can access counselling and wellbeing provisions as needed, to promote academic success, progress and self-esteem.</i></p>	<p>Counselling referrals are made by HOY. Historically, disadvantaged students are more likely to need talking therapies but are less likely to be able to fund such costs.</p> <p>Students are provided with blocks of counselling, whereby impact is measured through start and finish surveys and progress data.</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: £0

Activity	Description and evidence that supports this approach	Challenge number(s) addressed
<i>The PP coordinator will attend several CPD sessions delivered by the local authority and National College of Education on bridging the gap in education for disadvantaged students and improving outcomes.</i>	It is essential that the PP lead is up to date with any changes to Pupil Premium legislation and current thinking on provisions for disadvantaged students.	1,2,3,4,5

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

Budgeted cost: £ 50,000

Activity	Description and evidence that supports this approach	Challenge number(s) addressed
1) <i>1-1 tuition for any disadvantaged students not making expected progress in Maths, English or Science.</i>	EEF research shows the impact of targeted blocks of tuition to be significant, especially when provided by a specialist in this area. Our own performance data also highlights how effective this intervention is, in terms of the impact on student progress and attainment.	1

2) <i>Year 11 Academic support</i>	<p>GCSE POD, Ace your Exams sessions. These resources are designed to support students through their GCSEs.</p> <p>We also fully fund any curriculum-centred visits (e.g Rock Climbing, Geography Field Trips, Theatre visits etc).</p>	1,2,3
3) <i>Literacy interventions for students who scored below average in LUCID testing.</i>	<p>LUCID testing is used to identify students not working at expected progress. Literacy skills underpin student's ability to make progress in nearly all other subjects, so extra effort has been made to fill this gap. A specific focus has been placed on reading comprehension strategies as evidence shows this has a significant impact on progress for little cost.</p>	1,5
4) <i>Learning support resources and packages (e.g. Accelerated Reader)</i>	<p>We work closely with the learning support team to support students who have additional educational needs alongside Pupil Premium status. This has included providing revision materials, work books and coloured overlays. Furthermore, Pupil Premium funding is used to purchase packages such as <i>Accelerated Reader</i> to ameliorate gaps in reading and comprehension.</p>	1,5
5) <i>Assessments</i>	<p>We will support parents who, with the agreement of our SEND department, have organised diagnostic assessments with external providers (e.g to identify whether an individual has dyslexia).</p>	1

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

Budgeted cost: £ 40,000

Activity	Description and evidence that supports this approach	Challenge number(s) addressed
1) <i>Counselling and wellbeing provisions</i>	There is a clear link between academic success and high-quality pastoral support. Counselling is fully funded for any disadvantaged students to ensure their wellbeing is not disproportionately affected by their socio-economic status.	4.
2) <i>Think for the Future Mentoring</i>	TFTF is a mentoring provision, providing behaviour and resilience support for young people. Research suggests this has a key impact on the student outcomes. The programme tackles attendance, aspiration and attainment providing a holistic support program for students needing it.	1,2,4,5.
3) <i>Careers support</i>	1-1 careers support will be provided to all Pupil Premium students in Years 9, 10 and 11. This allows students to meet with the careers advisor and discuss any queries they may have about their future career prospects. Evidence suggests that students who receive 1-1 careers support feel better supported when making post 16 choices. A specific focus has been placed on exploring sixth form opportunities, to try and retain as many disadvantaged students into BSS6 as possible.	1
4) <i>Revision guides and equipment</i>	Students in year 7-9 will be offered revision guides and equipment packs funded from Pupil Premium. Students in Years 10 and 11 will have these guides purchased for them. This will allow students to be as prepared as possible for assessments and exams,	1,2

	ensuring they are not disadvantaged by not being able to purchase guides at home.	
5) <i>Peri music lessons</i>	We cover the costs of learning 1 musical instrument per child. 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.	3
6) <i>Free School Meal costs</i>	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 is quite significant and was based on the number of students eligible and the number of days a year claiming Free School Meals.	N/A
7) <i>Aspiration</i>	<p>We will continue to promote the high aspiration of our PP students by financially supporting the Brilliant Club Scholarship Programme, the Pembroke College visit and the Post-18 Event at the University of Northampton.</p> <p>We have also funded the Talk the Talk programme which aims to improve the oracy of students across Key Stages 3 and 4.</p>	1
8) <i>Duke of Edinburgh</i>	As with all extra-curricular trips, Pupil Premium funding will cover 50% of the costs associated with the Duke of Edinburgh expeditions at bronze, silver and gold level.	3
9) <i>Uniform</i>	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	2

	have the correct uniform and appropriate footwear.	
10) <i>Trips</i>	50% of all curriculum and KS3 trip costs are covered by Pupil Premium. This allows students to build strong friendships in KS3 through trips such as Govilon and benefit from any experiences which enhance cultural capital, such as theatre trips.	3
11) <i>Transport</i>	Where appropriate, we have made a contribution to a child's transport costs in order to boost their attendance and ensure they have a safe and appropriate way of getting to school.	1,4
12) <i>Laptops for other areas in the school.</i>	We plan to purchase a number of new laptops, to loan to disadvantaged students as and when they are required, especially those with an SEN need. This allows their access arrangements to be fulfilled.	1, 2,5
13) <i>Pupil Premium admin support</i>	Due to the impacts of COVID-19, we have more students enrolled in our tuition programme. As a result, we have allocated some admin time to oversee parent communications, provision of revision materials for students and managing ICT equipment.	1,2,3,4,5

Total budgeted cost: £90,000

Part B: Review of outcomes in the previous academic year

1) Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium activity had on students in the 2022 to 2023 academic year. This is provisional at this stage and based on the 4matrix *Share and Compare* calculations (September 2023).

It will be updated in February 2024, when we have the validated data for KS4.

	Achievement of disadvantaged students at BSS	Achievement of non-disadvantaged students at BSS	Gap between disadvantaged students and non-disadvantaged students at BSS
Progress8	0.24	0.86	-0.62
Attainment 8	46	60.68	-14.
% 9-4 in English and Maths	52%	84%	-32%
% 9-5 in English and Maths	33%	71%	-38%
% Entered for EBacc	66.67%	88.73%	-22%
% Achieved EBacc at Grade 4	23.81%	62.44%	-39%
% Achieved EBacc at Grade 5	19.05%	47.42%	-28%

2) Service Pupil Premium funding

Measure	Details
<i>How did you spend your service Pupil Premium allocation last academic year?</i>	In the last academic year, we spent our service Pupil Premium allocation on pastoral and wellbeing support for students.
<i>What was the impact of that spending on service Pupil Premium eligible pupils?</i>	This provision had a positive impact on students who required talking therapy to manage challenges they are facing - which is usually due to their Service Premium status.