

Bishop Douglass

Pupil Premium Strategy 2020-21

INTRODUCTION

The Pupil Premium Plan for 2020-21 is a more detailed version of the outline on the school web-site. It was written by the school Pupil Premium leader with the support of an external consultant and informed by the Ofsted inspection judgements and a formal external review (Annexe 1). The plan has been structured around what the school sees as the key reasons that pupils from disadvantaged homes could achieve less well than other pupils in Bishop Douglass.School.

One of the key contributors to diminishing the difference in achievement between Pupil Premium pupils and other pupils is quality teaching for all. This is being developed across the school and includes improvements to teachers' focus on particular groups, such as disadvantaged pupils. The headteacher has developed a conceptual model for school improvement across all 4 of his schools in the federation which enables PP pupils to flourish. This model includes high expectations of teaching and behaviour and the extensive provision of out of school hours support. The key barriers to the achievement of PP pupils identified at the start of this strategy are generalisations which do not apply to every family.

1. Summary information					
School	Bishop Douglass				
Academic Year	2020-21	Total PP budget	£191,000	Date of most recent PP Review of strategy	September 2021
Total number of pupils	794	Number of pupils eligible for PP	154 (+Y7)	Date for next internal review of this strategy	September 2021

2. Barriers to future attainment	
A.	Low levels of literacy from some PP pupils, with limited models of language at home and often limited value placed on reading
B.	Low aspirations from some parents and pupils
C.	The environment that the children experience at home is often not conducive for learning (e.g. lack of space)
D.	PP pupils do not complete their homework as frequently as non PP pupils
E.	The attendance, punctuality and behaviour of PP pupils is not as good as that of non PP pupils
3. Targets for 2021/21	

A.	Progress 8 scores for disadvantaged pupils well above the national average
B.	Rate of progress of disadvantaged pupils across the school is broadly in line with that of other pupils
C.	Reduce the rate of xs per PP pupils so that it is no less than half the non PP rate
D.	No greater than a 2% gap between the attendance rate of PP and other pupils.
E.	Increase the rate of homework completion so that there is minimal difference between the PP and non PP completion rates

4. Pupil Premium Action Plan 2021-21

1. Key Focus: Quality teaching for all (A,B)

Desired outcomes:

- **95% of teaching at least good by September 2021**
- **Work scrutinies show high level of completion rate of work set for PP pupils**
- **The progress made by PP is similar to that made by other pupils in all year groups.**

Chosen action / approach	Rationale	Monitoring, evaluation and impact	Staff lead	Termly RAG
<p>Appropriate Curriculum</p> <p>Study skills seminars for Year 10 and Year 11</p> <p>Guided study for specific PP students within targeted subject areas especially double weighted subjects.</p> <p>Targeted careers support</p>	<p>EEF Toolkit “metacognition and self-regulation: + 8 months, high impact”</p> <p>Review and evaluation of pupil books from last academic year indicated a greater need for allocated time for pupils to review work.</p> <p>Parent feedback that pupils need more guidance in study skills.</p> <p>Careers support to raise PP pupils self-esteem and sense of purpose.</p>	<p>SLT (PP Lead) to conduct termly reviews with relevant HODs in light of progress data.</p>	<p>GBU</p>	

<p>Nurture groups in Years 7 and 8</p> <p>Subsidised music lessons in Year 7 and 8</p>	<p>Nurture groups smaRLOr than average provide time for support in organisation and social skills</p> <p>Some of PP pupils have limited cultural experiences but are very interested in music</p>	<p>Lesson observations by head of department.</p> <p>Analysis of progress data</p>	<p>JRE</p>	
<p>Quality First Teaching and Learning which focuses on PP pupils -</p> <p>Appropriate classing and staffing of PP students</p>	<p>EEF Toolkit – ‘feedback: +8 months, high impact’</p> <p>‘homework: +5 months, moderate impact’</p>	<p>SLT (PP Lead) identifies classes making least progress and/or most poorly behaved and follows up with HODs and HOY.</p>	<p>GBU</p> <p>JHA</p>	

<p>Teacher identification of PP students.</p> <p>Accurate recording of student current and predicted grades.</p> <p>Revised framework and provision of resources to support high quality revision.</p> <p>Appropriate differentiation for PP pupils to support progress</p> <p>Regular issuing, monitoring and marking of quality homework.</p>	<p>Some inconsistency in the drive to improve progress of PP groups in classes.</p> <p>Some of PP pupils lack organisational skills and motivation.</p> <p>Teachers not sufficiently targeting PP pupils in lessons and work scrutinies</p> <p>The setting and completion of homework not rigorous enough.</p>	<p>Departments complete feedback forms at each assessment point on PP group performance. PP lead and Associate Head review findings with hods.</p> <p>Samples of PP work and interviews to evaluate note –taking and revision techniques.</p> <p>Review with HODs strategies for ensuring that PP pupils are being targeted through questioning and assessment for learning.</p> <p>Termly report on the completion of homework of PP pupils compared with others.</p>	<p>GBU/ MHE</p> <p>GBU/ staff supp ort</p> <p>GBU JHA</p>	
<p>Improve the literacy of all PP students.</p> <p>Raise profile of the importance of literacy across the curriculum to all teachers.</p> <p>Handwriting club to develop presentational skills</p> <p>Develop the habit and expectation of reading through “DEAR”, lists of wider reading,</p>	<p>Some weaknesses in literacy across the curriculum identified in external review.</p> <p>PP pupils less likely to experience and use Standard English out of school.</p> <p>The quality of presentation a key factor in revision, especially for GCSE exams.</p> <p>Many PP pupils come from homes where limited reading takes place and little value is placed on books.</p>	<p>Literacy coordinator to collate observations/ work scrutinies and to provide termly report for PP and AHT on the progress being made by groups</p> <p>AFE to lead on running sessions. MKE to monitor.</p> <p>Literacy Coordinator conducts learning walks termly and provides PP lead and year heads with summary report.</p>	<p>GBU RLO MHE</p> <p>RLO</p>	

provision of reading books.				
Consistency in use of literacy codes in marking	The follow up of patterns in language errors has significant impact.	Through standard work scrutinies	GBU	
Total budgeted cost: £ 70,000				

2. Key focus: The behaviour, motivation and attendance of PP pupils (C,D,E)

Desired Outcomes:

- No more than a 2% gap in the attendance of PP and other pupils
- A 21% reduction in the number of exclusions of PP pupils
- By the end of the summer term, a 30% reduction in the Xs given to PP pupils

Chosen action / approach	Rationale	Monitoring, evaluation and impact	Staff lead	RAG
<p>Intervention work to reduce number of PP pupils excluded.</p> <p>Effective support of the Learning Support Unit to support vulnerable pupils who struggle in a classroom environment</p> <p>Identify potential flashpoint classes with slt and middle leaders planning regular informal visits.</p> <p>A strong focus on routines in and out of the classroom</p>	<p>EEF Toolkit 'behaviour interventions: +4 months, moderate impact' EEF toolkit 'social and emotional learning: +4 months, moderate impact'</p> <p>LSU used to provide respite for pupils and staff and counsel the most damaging pupils.</p> <p>Informal drop ins a key preventative strategy.</p> <p>Lack of routines and boundaries in PP pupils' lives.</p>	<p>Termly analysis of behaviour records and follows up with individuals who could be moving towards exclusion.</p> <p>Impact of LSU evaluated in internal and external reviews.</p> <p>Director of Behaviour feeds back to SLT on effectiveness of daily routines</p>	<p>JHA GBU</p> <p>MHE JHA</p> <p>JHA HoY</p>	

<p>and strict follow up when rules are broken.</p>				
<p>Rewards Reviewing and updating the rewards system to ensure that rewards are matched to student needs in order to improve motivation and raise aspiration.</p>	<p>Collation and Analysis of data on E-Praise not happening systematically.</p>	<p>Termly report to SLT/PP Lead</p>	<p>LBI GBU</p>	
<p>Improve attendance of PP students and narrow the gap with non PP pupils To monitor and track attendance across the school, supporting families to improve attendance and punctuality. Building links with the families of vulnerable students to establish positive school relationships, to include encouraging parents to have the same high aspirations at home as we do at school</p>	<p>EEF Toolkit 'parental involvement +3 months, moderate impact' Progress is sustained Attendance below 93% has a significant impact upon progress and academic attainment.</p>	<p>Half termly analysis of attendance records to identify patterns and follow up individuals.</p>	<p>MKE MHE GBU</p>	

<p>Ensure that money is not a barrier for participation in school activities. School trip and resources grants supporting students to develop an in-depth interest in a subject or activity. These activities can also improve self-confidence and support social and friendship groups. PP students take part in school trips as much as non-PP students.</p>	<p>EEF toolkit Arts and Sports participation +2 months. Feedback from parental and pupil surveys about how school contributions have greatly aided pupil participation and self-esteem</p>	<p>Termly analysis of PP take-up of school trips and extra-curriculum.</p>	<p>GBU</p>	
<p>To build on the mentoring scheme where targeted PP pupils are provided with young mentors from a range of institutions to discuss and improve their work. Peer mentoring by sixth formers. 1:1 staff mentoring for Year 11 Year 9 science “brilliant club” led by PP lead and supported a PHD student. Brilliant Club to be extended</p>	<p>Some PP pupils have limited conversations at home about the completion and quality of work.</p> <p>Mentors provide role models and build aspirations</p>	<p>Pupils produce end of course essay and the Brilliant Club group mark and evaluate work and write an impact assessment.</p>	<p>GBU</p>	
<p>Total budgeted cost: £80,000</p>				

OVERALL BUDGET: £123,400

2. Key statements from Ofsted Letter November 2018

“You, your senior team, staff and governors provide a nurturing yet challenging environment which allows all pupils to thrive.”

Key statements from Ofsted Report September 2013

“Students who are eligible for pupil premium funding make very good progress from their starting points. In 2112 the gap in GCSE grades for these students and others in the school was very small and in English and mathematics these students did better than other students. School information about 2113 achievement indicates that the gap in the percentage achieving five or more GCSE A*-C grades including English and mathematics has narrowed further.”

“Relationships between students and between students and teachers are very good so that classrooms have a positive atmosphere in which students work well together and can share their learning with each other. In many lessons students are motivated by the enthusiasm of their teachers but in some they are not as actively involved as they could be.”

“They (governors) monitor the use and effectiveness of resources, including the funding allocated for students eligible for the pupil premium and ensure that statutory requirements are met.”

3. Summary of school’s performance data

Data indicates that PP pupils have achieved exceptionally well at GCSE over the past two years, with value-added scores in the top few percent of schools nationally.

In 2118-20, 33 students entered the School below <100 in English and 23 in Maths. 16 pupils were below in both.

Of the 28 students had achieved below <100 in English Reading by the end of Key Stage 2. By the end of Year 7, 25 students had improved their English level achieving a C or above.

In Maths, 23 students had achieved below <100 by the end of primary school. At the end of Year 7, 10 students had improved their Maths level achieving a C or above.

Key Stage 3 end of year attainment 2019-20 (PP2 due to lock-down)		
Year 7	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% meeting or exceeding target grades in English	72%	86%

% meeting or exceeding target grades in Maths	94%	94%
% exceeding target grades in all subjects	88%	85%
Year 8		
% meeting or exceeding target grades in English	80%	81%
% meeting or exceeding target grades in Maths	97%	85%
% exceeding target grades in all subjects	78%	79%

Progress 8 scores 2020 – current (based on CAGs)									
Year	Progress 8	All	Dis	English	All	Dis	Mathematics	All	Dis
2016		+0.5	+0.5		+0.6	+0.6		-0.2	-0.2
2017		+0.7	+0.5		+1.2	+0.9		+0.4	+0.3
2018		+0.8	+0.5		+0.8	+0.7		0	-0.8
2019		+1.4	+1.3		+1.1	+1.1		+1.2	+1.0
2020		+1.4	+1.4		+1.2	+1.2		+1.0	+1.0

Attainment 8 scores 2016 - current									
Year	Attainment 8	All	Dis	English	All	Dis	Mathematics	All	Dis
2016		+4.4							
2017		+5.2	+4.8		+5.8	+5.6		+4.8	+4.3
2018		+5.1	+4.6		+5.3	+5.2		+4.4	+3.0
2019		+5.3	+5.0		+5.3	+5.3		+5.1	+4.6
2020		+5.8	+5.8		+5.4	+5.4		+5.3	+5.3

GCSE Results 2017 4+ in English and mathematics			
		All	Dis
2016		58%	64%
2017		77%	69%
2018		69%	48%
2019		69%	63%
2020		84%	67%

4. Review of expenditure from previous academic year

Actions focused on learning in the curriculum		
Targeted intervention taking place after school, on Saturdays and during holidays	£44,000	
Student Ambassadors employed to support learning in the classroom	£76,000	£120,000
Actions focused on social, emotional and behavioural issues		
Dedicated learning support staff employed to allow pupils to learn in a supportive environment until they are ready to re-integrate	£43,000	
Free Breakfast and Evening Meal to ensure pupils sufficiently nourished to aid concentration in lessons.	£12,000	£55,000
Actions focused on enrichment beyond the curriculum		
Subsidised music lessons in Years 7 and 8	£15,000	£14,000
Total Pupil Premium Funding 2019/2020		£190,000

Impact of Funding

Due to the fact that no external examinations took place during the summer series in June 2020 there is no government data for students for 2019-20. However, our internal analysis of the final predicted results show that the achievement of disadvantaged pupils is a significant+ in 2020 compared with the national figure placing us well above average nationally. There was 21% of this year 11 cohort who were considered disadvantaged, slightly below the national figure of 26%.

Progress 8 Overall shows a score of 1.35. For disadvantaged pupils this was 1.43 (well above the national benchmark). For the English element the score was 1.4 for all and 1.4 for disadvantaged (again well above the national benchmark). The Maths element was 0.8 for all and 0.9 for disadvantaged (well below the national benchmark). The Ebacc element was 1.4 for all and 1.4 for disadvantaged (well above the national benchmark). The Open element was 1.6 for all pupils and 1.8 for disadvantaged (well above the national benchmark). The attainment 8 was 58.2 for all pupils and 56.7 for the disadvantaged group. For the English element the score was 11.0 for all and 11.4 for disadvantaged. The Maths element was 10.4 for all and 10.4 for disadvantaged. The Ebacc element was 16.9 for all and 16.9 for disadvantaged. The Open element was 17.1 for all pupils and 18.0 for disadvantaged.

Attainment for English and Maths grade 5 or above for the School was 68% (above the National benchmark 45%) for all pupils and for disadvantaged was 66.7%. The English Baccalaureate was 33% for all and 33% for disadvantaged.

Impact of PP Funding on Whole School Progress

The impact on academic progress of the interventions provided for lower school are as follows:

In all subjects in Yr7 **87%** of all students met or surpassed their expected minimum grade compared to **88%** of disadvantaged pupils.

In all subjects in Yr8 **79%** of all students met or surpassed their expected minimum grade compared to **78%** of disadvantaged pupils.

In Eng/Maths/Science/RE subjects in Yr9 **74%** of all students met or surpassed their expected minimum grade compared to **60%** of disadvantaged pupils.

In Eng/Maths/Science/RE in Yr10 **58%** of all students met or surpassed their expected minimum grade compared to **60%** of disadvantaged pupils.

These results indicate that we are closing the gap between PP and Non-PP; that there is significant value-added by PP pupils and we have more motivated learners.

In addition to this, PP funding has impacted on attendance rates which are above national averages; improved levels of literacy; higher proportion of learners completing their homework; increased confidence to apply for jobs. There is more support in dealing with family issues and developing relationships; pupils have strategies for dealing with personal challenges and have increased attention and focus, resulting in calmer behaviour.

The next review will be carried out in September 2021