PUPIL PREMIUM – STRATEGY REVIEW 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Rawstorne
Number of pupils in school	963
Proportion (%) of pupil premium eligible pupils	10.07%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3 going forwards – Sept 2021 – July 2024
Date this statement was published	October 2021
Date on which it will be reviewed	Spring 2022
Statement authorised by	P Cowley (Headteacher)
Pupil premium lead	A Duckworth / Helen Winter (Assistant Heads – Pastoral care, Pupil Premium, attendance and intervention)
Governor / Trustee lead	Julie Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2021/22)	£117110
Recovery premium funding allocation this academic year	£11045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£128155

Pupil premium strategy plan

Statement of intent

At Bishop Rawstorne we believe that all students should be treated equally, and fairly, no matter what background or disadvantage they may have experienced in the past. We are committed to fostering achievement across all cohorts, and shaping our students so they are able to achieve their full academic and pastoral potential. All young people should have the same level of aspiration and hope, and it is down to the school and the staff therein to promote this widely.

The aim of this strategy plan is to ensure that all students eligible for Pupil Premium funding are ready for their next stage of education, employment or training and go onto destinations that meet their interests and aspirations.
To support this aim Bishop Rawstorne:

▪ Monitors regularly the progress of all disadvantaged students.

▪ Recognises that not all disadvantaged students will be in receipt of pupil premium funding and that some recipients are not socially disadvantaged.

▪ Prioritises the deployment of the Pupil Premium funding. Consequently, not all students eligible for Pupil Premium funding will be in receipt of pupil premium interventions at any given time. However, all students will regularly have their progress reviewed and needs to be evaluated by college leadership.

▪ Uses additional Key Performance indicators to monitor academic progress, attendance, attitude to learning and school engagement of all students in receipt of Pupil Premium funding. These students in turn are prioritised for intervention and support

Challenges

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

	Challenge	Specifics
1	Identify students with lost learning time brought about by Covid 19 then act on this using a variety of strategies	• Staff to clearly identify students that need catch up support from a pre-agreed criterion • Strategies to support these students to be considered (internal, external, face to face, online or small group tuition) • Regular reviewing of the process to occur over the subsequent 12 months, in particular following tracking or key assessment points i.e. mocks
2	Literacy levels of students across the school are in some cases low or have regressed during Covid.	• Use reading age and spelling age data, as well as baseline tests and CATs to identify students that are EITHER new to school and have a very low reading or spelling age, or

		struggle with writing or that are further up the school and have had their reading age regress.
3	Behavioural monitoring and support	• To ensure that disadvantaged students have access to all the support required to ensure that their behaviour is on a par with non-disadvantaged. • Different support networks to be considered, mentoring, counselling, parental support etc…
4	Social, emotional and mental health support	• To ensure that students whose social, emotional or mental health has been impacted due to Covid 19 receive the appropriate support i.e. counselling, mentoring, parental support.
5	Transition at all levels – but especially KS2 – 3.	• Identify students in need of additional support upon arrival at Bishop Rawstorne. • Work with the feeder primary schools to ensure all disadvantaged / ALN students are able to access the support they require on arrival • Work with parents to support transition • Identify issues with mid-year admissions and support them fully • Offer additional support groups i.e. buddies, breakfast club, mentors

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
1	Bring students in line with their targets and reduce the attainment gap	Tracking data to analyse to show that students that are engaging in specific interventions are making improvements
2	Increased literacy ability across all subjects. Students able to read, write, speak and comprehend work more fully	Reading ages improving; spelling age improving; writing fluency and coherency improving; Bedrock, Lexia and Rainbow Reading work success rate and overall improvement in quality of written and spoken work from targeted students
3 + 4	Improved attitude and behaviour from targeted students – to reduce the amount of behaviour incidents between disadvantaged and non-disadvantaged students	ATL levels in tracking reports to show a negligible gap when compared. Better mental health and wellbeing amongst all students.
5	Smooth transition at all levels (2-3, 3-4, 4-5) and also for new students starting the school midyear. Greater data sharing and better support networks to be built in	Lower levels of anxiety for Y6 students. Less options concerns for students in Y9 Keep Neet children low

5	More regular school attendance for disadvantaged students – decreased levels of absence through sickness.	Attendance data: Disadvantaged attendance 95%- 97% Non-Disadvantaged students 96% - 97%

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Data pertaining to Outcomes:

Target 1 – GCSE Data analysis:

PP

	No. of Students	KS2 Prior	9-7 E/M	9-5 E/M	9-4 E/M	EBacc Strong	EBacc Standard	EBacc APS	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8	Open P8	Total P8	Positive P8 Score
PP	14	105	1	7	12	3	5	4.26	47.93	11.00	9.86	0.10	-0.01	-0.40	-0.65	-0.30	4

This was disappointing but as ever, due to the small cohort we get good years and bad years as much to do with the wider context of the group as it is any value we can add in school. This cohort contained 3 boys and one girl who despite the intervention that was offered, did not engage as fully as they could have and that has had a marked effect on the overall score. One boy arrived on the PP register in March of 2022 – meaning much intervention couldn't happen. One boy was a persistent absentee despite all strategies used and 3 girls also had significant mental health concerns.

One of the boys was also on the SEN register and was given many opportunities to address his academic underperformance but did not take up this offer. Further breakdown is available in individual case studies documenting in school support.

Looked After

	No. of Students	KS2 Prior	9-7 E/M	9-5 E/M	9-4 E/M	EBacc Strong	EBacc Standard	EBacc APS	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8	Open P8	Total P8	Positive P8 Score
LA	2	94	0	2	2	0	0	4.08	48	11.00	11.00	2.01	2.88	1.80	0.89	1.78	2

Impressive scores for the two students with on average 2 grades above their KS2 estimates.

Other data to consider

Basics 9-5				Basics 9-4		
Measure	PP	%		Measure	PP	%
Students Achieving 9-5 in English and Maths	All	75.5		Students Achieving 9-4 in English and Maths	All	89.4
	None PP	77.6			None PP	89.7
	PP	50			PP	85.7
	GAP	27.6			GAP	4

A more significant 9-5 gap than 9-4. Case studies do detail reasons for this

KS4 Results		
Measure	PP	%
Students achieving 5 Standard Passes inc EM ?	All	85.1
	None PP	85.6
	PP	78.6
	GAP	7
Students taking 3 Single Sciences (GCSE only)	All	31.9
	None PP	31.6
	PP	35.7
	GAP	-4.1

5 Standard passes has a gap of 7 – which is fairly positive given the cohort, and 35.7% of PP students entered for 3 sciences reflecting higher aspirations.

Target 2

Literacy improvements – specific Y8 and Y9 PP reading and spelling ages:

			Reading Age Sep 21	Reading age September 21	Spelling Age Sep 22	Reading Age Sep 22
Y8	Student	1	Missing data		13.02	14.03
Y8	Student	2	12+	14.03	13.05	15+
Y8	Student	3	11.06	8.08	12.02	10
Y8	Student	4	8.09	8.03	8.11	11
Y8	Student	5	12.00+	10.09	13.05+	13.06
Y8	Student	6	8.02	9.06	10	10.03
Y8	Student	7	11	11	10.07	10.03
Y8	Student	8	12+	11.06	10.09	13.06
Y8	Student	9	12+	13.06	11.06	12.11
Y8	Student	10	12+	15+	13.05+	15+
Y8	Student	11	12+	12.08	13.05	15
Y8	Student	12	10.07	11.11	10.04	10.03
Y8	Student	13	12+	11.06	13.05	15+
Y9	Student	1	12+	9.6	13.05	13.06
Y9	Student	2	11.1	12.08	11.02	13.06
Y9	Student	3	12+	13.06	13.05	13.02
Y9	Student	4	12+	14.3	13.05	15+
Y9	Student	5	10.05	12.05	11.02	12.08
Y9	Student	6				
Y9	Student	7	11.1	12.08	13.05	15+
Y9	Student	8	8.11	11	10.09	11.11
Y9	Student	9	12	12.08	13.05	12.08
Y9	Student	10	7.1	8.03	8.08	8.03
Y9	Student	11	9.05	11.06	11.02	15+
Y9	Student	12	12+	9.06	13.05	15+
Y9	Student	13	12.02	8.09	13.05	11.11
Y9	Student	14	8.09	8.06	8.08	13.02
Y9	Student	15	8	8.04	9.02	15+
Y9	Student	16	10.07	11.06	11.11	12.05
Y9	Student	17	11.06	12.08	13.05	15+
Y9	Student	18	7.06	8.04	9.07	10
Y9	Student	19			13.05	15+
Y9	Student	20	13.05	11	13.02	15+
Y9	Student	21	12+	11.06	13.05	13.06
Y9	Student	22	8.01	8.07	8.07	11.11
Y9	Student	23	7.01	7.02	7.11	8.09
Y9	Student	24	12+	14.03	13.05	15+
Y9	Student	25	9.01	9.06	10.09	10.03

Target 3 and 4

Behaviour data across the school suggest fairly low disparity between PP and non-PP students – with the exception of the recording of percentages of 3s and 4s. The lower cohort of PP students will have a negative impact on the percentage of 3s and 4s. Staff training is also being given currently (start 2023) to address the issues with generous reporting and bring theses statistics hopefully more in line.

		ATL Lessons Avg Winter Tracking	ATL Lessons Avg Spring A Tracking	ATL Lessons Avg Spring B Tracking		ATL Ind Study Avg Winter Tracking	ATL Ind Study Avg Spring A Tracking	ATL Ind Study Avg Spring B Tracking		% 3's and 4's Winter Tracking	% 3's and 4's Spring A Tracking	% 3's and 4's Spring B Tracking		% On / Above Winter Tracking	% On / Above Spring A Tracking	% On / Above Spring B Tracking
Y7	PP	1.64	1.74	1.82		1.68	1.73	1.83		1.9%	1.9%	7.1%				
	Non PP	1.57	1.65	1.66		1.55	1.62	1.64		0.7%	1.0%	2.0%				
Y8	PP	1.94	1.81	1.94		1.85	1.78	1.85		12.6%	6.8%	12.0%				
	Non PP	1.63	1.56	1.63		1.66	1.57	1.62		2.7%	1.3%	2.6%				
Y9	PP	1.86	1.91	1.93		1.99	2.08	2.11		7.0%	16.7%	18.0%		77.6%	64.0%	57.1%
	Non PP	1.66	1.65	1.71		1.66	1.68	1.74		3.4%	5.9%	7.6%		80.2%	73.1%	68.4%
Y10	PP	1.84	1.94	1.85		2.09	2.14	2.10		15.0%	19.2%	15.5%		49.4%	45.3%	43.4%
	NonPP	1.69	1.66	1.67		1.71	1.71	1.75		7.3%	8.2%	7.8%		69.8%	67.8%	63.6%
Y11	PP	1.88	1.90	1.91		2.09	2.03	2.20		23%	19%	22%		36%	35%	39%
	NONPP	1.70	1.70	1.69		1.75	1.74	1.78		10%	9%	10%		56%	56%	57%

Target 5 – Attendance data

		19 - 20	20 - 21	21 - 22
Y7	PP	97.06	90.7	92.3
	NonPP	97.45	97.4	94
Y8	PP	96.2	91.5	93.7
	NonPP	97	97.5	94.4
Y9	PP	94.9	92.3	89.4
	NonPP	96	96.8	94.9
Y10	PP	93.3	87.3	92.7
	NonPP	96	97.5	94.7
Y11	PP	95.1	87.9	88.9
	NonPP	96.7	96.8	94.04
Year Total PP		95.4	89.9	91.2
Year Total		94.4	96.6	94.6
		First lockdown rendering attendance moot	Covid - Main year of disruption	Covid codes disallowed this year - making figures questionable

Attendance data highly impacted by Covid codes, and then lack of ability to use Covid codes for Covid cases last academic year:

Specific Year group issues

Y7
1 FSM student – Support plan and TAF for attendance

Y8
1 FSM students support plan, 1 student TAF home issues and 1 students significant accident and time off

Y9
1 PP Sig behaviour issue – time out exclusion, behaviour placement and absences. External services involved
1 PP sig absence due to mental health concerns – half year effected – EBSA work ongoing

Y10
4 Sig attendance issues – legal route followed support plans offered

Y11
1 PA student despite high level of interventions – no engagement
2 High anxiety students – missed a lot of time
1 FSM student of frequently due to "medical"concerns.

Breakdown of Strategies

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

End of Year Review – October 2022

SPENT - £66145

Activity	Evidence that supports this approach	Challenge addressed
Staff 121 tuition and Online Tuition programmes	£23568 spent on school led tutoring. This breaks down in to various different tutoring styles: 579 tutoring hours deployed over 59 students initially Successful engagement seen from reports with online providers Between September 2021 and June 2022 catch up tuition took place supporting students that had missed lessons due to covid, students that had not engaged at primary school and students that had not achieved well at the end of previous Y8, Y9 and Y10 On top of that bespoke revision programmes created for students in school – not online, with regard staff 121 tuition. Tailored teaching and learning from staff that know the students in their classes well and are therefore able to support those students in a bespoke style. Transport costs £3110 so far paid for disadvantaged students to get home following these sessions Refreshments at sessions - £500 Admin costs: Various parts of Assistant Head and teaching staff TLRS = £18,000 Students benefit more from teachers 121 than external provision as teachers know the needs of their students better than external tutors. The work can then be tailored to close the curriculum gaps that we know have developed. Tracking data at the year end should support this strategy.	1
Academic targeting	To enable the correct level of support to be accessed by PP/ ALN students to secure target grades across KS4 and work towards target pathways down the school £8253 (LWA)	1
Revision Agency	Elevate revision agency and bespoke Bishop Rawstorne revision sessions run in house. £2595 £321	1
Literacy	Bedrock and Lexia platforms purchased and used in school - £5526 Rainbow reading £564 Reading boxes £499	2

The Day Subscription £509

Staffing cost: - £3900

End of year reading assessment data

After completing reading assessments at the start of this academic year for year 8 and in June of this year for year 9 (see spreadsheets) over 75 percent of pp students in current year 8 and 9 have made progress in reading when compared with their reading data from the start of year 7.

Bedrock vocabulary

Bedrock Vocabulary is an online learning platform which aims to develop pupils' vocabulary through explicit vocabulary instruction. The programme immerses pupils in rich and diverse tier 2 vocabulary through a range of fiction and nonfiction texts. Pupil learning is reported through pre and post-topic testing, and the programme utilises an algorithm which aids vocabulary retention through spaced retrieval of vocabulary which has been taught. This academic year, Bedrock have added a grammar curriculum to their core content, with pupils progressing through two levels: foundation grammar and advanced grammar. This core content aims to support pupils with literacy and grammar skills in line with the national curriculum. This new content is at no extra cost to schools.

Currently we have six classes using Bedrock during their weekly allocated literacy lesson: four classes in year 8 and two in year 9. Bedrock generates an end of year impact analysis report which can be filtered through specific cohorts including PP, SEN and EAL to measure the impact of the programme on these cohorts and individuals. I have requested an end of year report from Bedrock, and I will send this on as soon as I receive it.

Lexia

Lexia is an online learning platform for weaker readers which addresses gaps in fundamental literacy skills and builds skills in reading comprehension. Pupils are assessed to begin the programme, and work through the online lessons in the three strands of Word Study, Grammar and Comprehension at an appropriate level for them: foundation, intermediate or advanced. The programme combines this online, student-led instruction, with offline teacher-led instruction which can be delivered by teacher/TA to individual students or small groups: the system identifies areas of misconception for individual pupils and this is flagged in weekly reports to teachers. As the pupils progress through the lessons, their progress is measured through the pupils' personal dashboard and reported to staff weekly. Currently we have three literacy classes on the Lexia programme: 7yli3, 8yli3, 9xyli3. The impact can be measured as pupils progress successfully through the three strands.

Last academic year, all students on the programme made steady progress through the three strands. All pupils progressed from their starting point on to the next level in at least one of the three strands, with some pupils

progressing by two levels in at least one strand over the course of the year and in some cases pupils completed the curriculum for at least one strand. Additional low age reader year 9 PP students have been added to Lexia this year to further support their reading and literacy development.

Rainbow Reading

The Rainbow Reading programme is an audio-assisted, high-interest and low readability reading intervention programme which is levelled in reading age from age 7-12. We have targeted pupils in year 7 and 8 with a reading age at entry to the programme of at least two years below chronological age. After an initial assessment to place students onto the appropriate coloured band, pupils read their book one to one with teachers/TA staff each week, in addition to reading with parents/carers at home. There are 20 books in each band for pupils to work through before a teacher assessment and moving up to the next colour level. The impact will be measured through end of year reading age assessments. During 21-22 10 year 7 and 13 year 8 students used this intervention. The numbers will be similar this year. This intervention not only supports students with reading comprehension, but vitally it builds pupils' reading fluency competence, and therefore this impacts on their confidence and self-esteem.

Reading boxes

The reading box resources purchased have been used with year 7 and 8 students. These are reading-age levelled comprehension cards which students complete and self-assess using the answer cards. These cards aim not only to support reading comprehension, but also support the development of other skills including independent learning and organisation. This resource is used within year 7 and 8 literacy lessons alongside Rainbow Reading and Lexia. This was a one-off purchase- no renewal or further resources needed.

The Day online news resource

This online news website offers a wealth of news articles which can be filtered by topic and curriculum area. Last academic year this was used to generate questions and discussion during literacy form time each week, as tutor groups read and discussed an article together. In addition to during tutor time, the resource is also currently accessed by literacy groups as an additional activity once their Bedrock lessons have been completed. Whilst this year tutor groups are not directed specifically to this website during reading form time, it would be a valuable resource to continue to access through renewed subscription, for tutors and literacy lessons, and for staff to access, since the articles provided are cross-curricular.

Teaching (for example, CPD, recruitment and retention)

SPENT **£29469**

Activity	Evidence that supports this approach	Challenge addressed
Ros Staffing English additional TA staffing	**Plans for transition 2022** Member of staff employed with focus of transition at KS2/3. To develop students confidence over the move from Primary to secondary Staffing Costs: RSA = £6500 Support staff cost = ½ literacy support staff £9750 Admin and home communication costs - £13000 Winter strategy – Breakfast club – resources £219 *Rationale:* Intervention was strategic to target the handful of disadvantaged and vulnerable students who were still struggling to meet expectations and were working significantly below expected standard. At lunchtimes, I offered a homework club allowing targeted students the opportunity to complete Lexia which was an additional literacy intervention that many of them could not complete at home due to other homework commitments of homelife. Afterschool, I organised and managed Litcraft Club which offered eight PLAC, FSM and SEN students from Year 7 and Year 8 literacy and nurture-group intervention. *Impact:* Homework Club had a high impact as it offered our most disadvantaged and vulnerable students a consistent time and place to complete Lexia. This intervention was vital for the students to build their literacy skills. With Lexia done, they had time to complete other homework in the SEN department. This reduced the stress and pressure experienced by the students. Litcraft Club has a very high impact and will be offered to our current Year 7s (and potentially 8s) as it gave students the opportunity to improve their literacy skills using an engaging and interactive gaming-platform designed by the University of Lancaster. The library provided a comfortable environment, exposing the students to reading and books. The sessions were also collaborative, with students sharing ideas and helping one another. Consequently, this fostered interpersonal skills such as cooperation, teamwork, resilience and perseverance.	5

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

Spent -£ 41670

Activity	Evidence that supports this approach	Challenge addressed
Counselling Support	Counselling services – £10305 3 separate counsellors working in school to engage students C Lowe is general counselling for a range of students with a range of needs. A Burton works with more bespoke students who need more emotional support and who may have additional needs J Pilling is working with a small cohort of 4 students with increased behavioural needs. The aim with all these counsellors is to reduce behavioural issues in school and also enhance attendance whilst also fostering better mental health and self-esteem for all.	3 + 4
Laptops	To support students that have arrived in school without ICT support £1250(5 x £250)	1
Parental engagement	Daily parental engagement and support for families of students with attendance issues Letters specifically for Parents of PP students and admin support for these students too £11904 (CPR 1/2)	5
Music Lessons	Paid for music tuition £1910	1
Behaviour Management	To reduce pressure on staff and students to allow young people to stay in school rather than being excluded and to offer support for vulnerable children £14231 (JMU)	4

Total Spent £137284 (PP + Catch-up + Recovery fund)

£9129 over