

# Pupil Premium Strategy Statement 2022-2025

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 Rawstone C of E Academy
Number of pupils in school	963
Proportion (%) of pupil premium eligible pupils	10.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	P Cowley, Headteacher
Pupil premium lead	H Winter, Assistant Head
Governor / Trustee lead	J Hughes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119745 Ever 6 £77815 LAC PLAC £40970 FORCES £960
Recovery premium funding allocation this academic year	£12000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131745

# Part A: Pupil premium strategy plan

## Statement of intent

Our ambition for all of our students here at Bishop Rawstone C of E Academy, is that, irrespective of their background or the challenges they face, they make at least good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The aim of our pupil premium strategy is to support disadvantaged pupils to achieve ambitious aims, and that includes those with SEND, or who are already classified as high attainers. We will always consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who are young carers, those who have parents serving in the armed forces, those who have joined us late and any other child who has suffered any form of disadvantage. Activities outlined in this statement are also intended to support all of their needs, regardless of whether they are disadvantaged or not.

At our school, ensuring high-quality teaching is our primary goal, and this goal lies at the heart of this plan, with a particular focus on those disadvantaged pupils requiring the most support. Indeed, the EEF states 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. In addition, there will be other academic and pastoral interventions, both whole school and targeted, ranging from numeracy and literacy interventions, subject specific interventions to evidence based interventions, such as one to one and small group tuition, mentoring programmes, the use of phonics specialists and the use of breakfast clubs and period 6 lessons.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and any other evidence we collate that is particular to our students to ensure individual needs are met.

We will ensure the effective implementation of our strategies by following the EEF's four step approach to its implementation and by:

- Adopting a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve
- Ensuring staff are receiving the appropriate CPD, including information and updates on evidence-based approaches to suit the context of our school
- Ensuring interventions are timely, relevant and apt and that they are reviewed for impact
- Using and liaising with relevant stakeholders to ensure the right strategies are implemented i.e. parents, and/or external agencies
- Ensuring a culture amongst both staff and students of high expectations and ambition for all

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Gaps in curriculum knowledge</b></p> <p>Information attained from our assessments, observations and student discussions have shown that some of our disadvantaged students has gaps in their knowledge, as a result of partial school closures or absences.</p>
2	<p><b>Low reading ages/levels of literacy</b></p> <p>Benchmark assessments, assessments and diagnostic assessments, such as the NFER tests indicate that our disadvantaged generally have lower levels of reading comprehension compared to his peers. This has a subsequent impact in all subjects.</p> <p>Year 8</p> <p>Reading age average non PP =</p> <p>Reading age average PP =</p> <p>Writing average =</p> <p>Year 7</p> <p>Reading age average non PP =</p> <p>Reading age average PP =</p> <p>Writing average =</p>
3	<p><b>Low numeracy levels/maths attainment</b></p>

Assessments on entry to year 7 in the last year indicate that between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of their peers. Subsequent internal and external (where available) assessments show that this gap widens by around X% during pupils' time at our school.

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**Attendance**

Our attendance data shows that the attendance among disadvantaged students is lower than non-disadvantaged students.

Disadvantaged are more likely to be persistently absent than non-disadvantaged. Absenteeism is proven to negatively impact on student progress and attainment.

		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

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**Self-regulation and resilience**

Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in English, maths and science.

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**Emotional Health and Wellbeing**

Our assessments, observations and discussions with students and families have identified social and emotional issues for some students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and relationships with others.

	<p>These challenges particularly affect disadvantaged students and consequently have the potential to impact on attainment.</p> <p>In the last year, teacher referrals for support markedly increased.</p>
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## 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 Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, we will see a growing proportion of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>We would also hope that 2024/25 KS4 have ambition for a PP P8 level of 0 (zero) by 2025, excluding obvious significant outlying students.</p>
2 Improved reading comprehension among disadvantaged students across KS3.	<p>Reading comprehension tests (NFER) demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, students' books and assessment scores.</p>
3 Improved outcomes in maths among disadvantaged students at KS3.	<p>Assessment scores (and online scores) show improved skills and attainment across all core mathematical skills and a smaller gap between disadvantaged students and their peers.</p> <p>Improvement should be observed in teacher assessments, observations and work scrutiny.</p>
4 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all students being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</li> </ul>
5 Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	<p>Teacher tracking, lesson observations, student voice and work scrutiny suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>

<p>6 To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations.</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li></ul>
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## 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: **£29469**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 5, 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.</p>	<p>1, 3, 4</p>

	<a href="https://www.educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Key elements:</p> <ul style="list-style-type: none"> <li>- disciplinary literacy</li> <li>- targeted vocabulary instructions</li> <li>- breaking down complex texts</li> <li>- structured talk</li> <li>- targeted interventions</li> </ul> <p>Whole school priority for three years.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="https://www.oup.com/cn/word-gap.pdf">word-gap.pdf (oup.com.cn)</a></p>	2
<p>Focus on high quality teaching across all subjects through CPD, cross-curricular collaboration, peer observations and coaching.</p> <p>Key elements:</p> <ul style="list-style-type: none"> <li>- literacy whole school priority</li> <li>-</li> </ul>		

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

Budgeted cost: **£66145**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:	2



comprehend texts and address vocabulary gaps.	<a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3

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

Budgeted cost: **£41670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.  This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a>  EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	5
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  Staff will get training and release time to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6

Attendance/support officers will be appointed to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £137284**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

This is all available in the separate document for 2021/22 – available on the school website.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have set up after school clubs for service children and enrichment activities such as music lessons and cultural visits. We have a weekly pizza lunch day for children who have a parent deployed. This supports friendships between service pupils.</p> <p>A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	All service children attended class visits and other educational experiences offered. Teachers observed improvements in friendships between service children through these trips and experiences.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.