

School	Bishop Perowne C of E College				
Academic Year	2018/2019	Total PP budget	£272,085 (Plan total: £273 135)	Date of last external PP review	May and Sept 2017
Total on role	828 (sept 2018)	Number eligible for PP	291	Date for next internal review	Dec 2018

Current Attainment	2017 GCSE Results	2018 GCSE Results (unvalidated)	2019 GCSE Results
	PP students - unvalidated raise	PP data - unvalidated	PP data - unvalidated
Overall P8 score	-0.48	-0.27	-0.30
Overall P8 score for PP High prior attainers	+0.08	-0.68 (4 students)	+0.27 (10 students)
Overall P8 score for PP Middle prior attainers	-0.799	-0.39	-0.42
Overall P8 score for PP Low prior attainers	-0.482	+0.15	-0.51
Overall P8 score for English Element	-0.66	-0.26	-0.57
Overall P8 score for Maths Element	-1.04	-0.45	-0.27
Attainment 8 score	33.87	34.78	38.33
Attainment 8 score: English Element	7.53	7.77	8.08
Attainment 8 score: Maths Element	5.24	6.00	7.21
Fixed Term exclusion as a % of the pupil group (FSM data)	9.21%	6.2%	10.1%
% absent for 10% or more of sessions (FSM data)	24.4%	17.0%	24.4%

Barriers to future attainment (for pupils eligible for PP including high ability)
A. Attendance rates for pupils eligible for PP are lower than those not eligible for PP.
B. Literacy and numeracy skills for entering year 7 are lower for pupils eligible for PP than for other pupils.
C. Pupils eligible for PP frequently show lower levels of resilience in relation to their learning.
D. Behaviour issues for a small group of students in years 7 – 9 (majority eligible for PP) are having a detrimental effect on their academic progress and that of others

n.b: barriers are unchanged from 2018/18. Following continued analysis these remain the biggest barriers that our cohorts of disadvantaged students bring to secondary school.

Areas of Priority for disadvantaged students	
Area of priority	Methods of measuring impact

A. Improving the quality and consistency of quality first teaching for disadvantaged students, leading to improved levels of resilience and engagement from student eligible for pp.	Drop in records for staff and departments, both internal and externally moderated. Book scrutiny data, including quality of feedback and student response. Student voice – growth mindsets.
B. Improving attainment and achievement in the extended core subjects	GCSE: Percentage of students achieving grades 5-9 in English and maths. GCSE: Progress 8 Measures with specific focus on: a. Core Subjects (English, Math, Science, Humanities) b. Middle and Low ability GCSE: Attainment 8 Measure Years 7-10: Percentage of students making at least expected progress.
C. Improving the behaviour of a small minority of disadvantaged students.	Sanctions rates for disadvantaged students when compared to ‘other’ students and national benchmarks. Reward rates for disadvantaged students when compared to ‘other’ students FTE rates and PX rates for disadvantaged students when compared to ‘other’ students and national benchmarks
D. Increasing the attendance rates for pupils eligible for PP	Attendance rates for disadvantaged students when compared to ‘other’ students and national benchmarks. Persistent absence rates for disadvantaged students when compared to ‘other’ students and national benchmarks.
E. Improving the literacy and numeracy levels for pupils eligible for PP	Percentages of students eligible for PP reading at or above their chronological age compared to percentages for ‘other’ students. Percentages of students eligible for PP reaching numeracy expectations appropriate to their chronological age compared to ‘other’ students.

Breakdown of actions towards the elimination of each barrier

A. Improving Quality First Teaching for disadvantaged students						
Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2018 – 2019 based on value for money?
Production of resources for use in all growth mindset classrooms. This is a focus area for T and L in 2018/19	£250	7-11	improved resilience amongst all students, particularly pp,	Practice exam result 2018 GCSE results 2018 Diminished difference between PP and ‘other; in school progress data.	Variable impact Overall data decreased from -0.23 in 2018 to -0.30 in 2019	Focus has shifted to a focus on independent use of resources and learning.

Purchase of revision materials for all PP students at KS4 (9-11) in all EBACC subjects. Programme to use revision guides in all lessons so students are confident in how to use these material to support independent study	£1500	10 and 11	PP student able to engage with effective independent study. Improved PP results for GCSE English and Maths	Practice exam result 2018 GCSE results 2018 Diminished difference between PP and 'other; students in above data.	Significant impact. EBACC P8 score has increased from -0.25 in 2018 to -0.07 in 2019	Yes
Access to high grade workshops in year 11	£200	11	Diminished difference in the attainment of high ability students eligible for PP and 'other' students	GCSE results 2018	Significant impact HPA P8 has increased from -0.67 in 2018 to +0.27 in 2019	Yes
Funding for pp students to attend curriculum related trips	£2000	7-11	improved engagement with learning in the classroom	Practice exam result 2018 GCSE results 2018 Diminished difference between PP and 'other' students in above data.	Variable impact Overall data decreased from -0.23 in 2018 to -0.30 in 2019	To be reviewed as part of broadening horizons project. See 2019/2020 plan
Funding for CIAG related trips and events	£1000	9-11	improved engagement with learning in the classroom	Practice exam result 2018 GCSE results 2018 Diminished difference between PP and 'other; in school progress data.	Variable impact Overall data decreased from -0.23 in 2018 to -0.30 in 2019	To be reviewed as part of broadening horizons project. See 2019/2020 plan
Funding for wider curriculum related activities e.g sports participation, Duke Of Edinburgh, STEM activities	£1000	7-11	improved engagement and resilience with learning in the classroom	Practice exam result 2018 GCSE results 2018 Diminished difference between PP and 'other; in school progress data.	Variable impact Overall data decreased from -0.23 in 2018 to -0.30 in 2019	To be reviewed as part of broadening horizons project. See 2019/2020 plan

B Improving attainment and progress for disadvantaged students in the core subjects						
Description of Spend	Contribution from funding	Target year group	Rationale	How impact will be measured	Impact and value for money	To be repeated 2018 – 2019 based on value for money?
Restructuring of SLT roles and	£26,551	7-10	As progress of PP student	Internal progress data	Absence of PP students is	Yes

responsibilities, therefore creating a leadership position with specific responsibility for the progress of disadvantaged students in years 7 -10	(50% of employment cost of AHT)		remains a whole school priority, therefore is appropriate to have a member of the leadership team designated to track progress and ensure interventions happen with impact where required in years 7 – 10, enabling Year 11 PP progress to be better supported.	for PP students in Years 10. Internal behaviour data for PP students in Years 7 – 10 Attendance data for PP students in Years 7 -10	at 8.00% for 2018/2019. PA for PP students has increased from 16.0% to 24.4% this year. This is in line with national average. PP progress in 7,8 and 10 has improved with year 7 reaching zero. PP FTE has increased this year from 6.4% to 10.1% - this is largely due to spike around spring term.	
Employment of a Maths TA, 5 days a week, with the subject knowledge necessary to teach GCSE content. The work of this TA is focussed on the golden programme in year 8 -10 and the filling of learning gaps through small group teaching and support for teaching groups with largest amounts of student eligible for pp	£16,002	7-11	Diminished difference between the Maths GCSE performance of students eligible for PP and 'other' students. -Diminished difference between the recorded Maths progress of students eligible for PP and 'other' students in year 8 -10.	Maths GCSE results 2018 In school progress data for Maths years 7 – 10.	Significant impact Disadvantaged maths P8 has increased from -0.43 in 2018 to -0.27 in 2019	Yes
Employment of specialist English TA, 5 days a week, with the subject knowledge necessary to teach GCSE content. The work of this TA is focussed on the golden programme in year 8 -10 and the filling of learning gaps through small group teaching and support for teaching groups with largest amounts of student eligible for pp	£16,155	7-11	Diminished difference between the English GCSE performance of students eligible for PP and 'other' students. -Diminished difference between the recorded English progress of students eligible for PP and 'other' students in year 8 -10.	English GCSE results 2018 In school progress data for English years 7 – 10.	Variable impact, although wider factors influenced English results 2019. English disadvantaged P8 fell from -0.25 in 2018 to -0.57 in 2019. However, group with greatest TA intervention had an improved PP P8 of -0.35 when compared to dept.	Yes

B. Literacy and numeracy skills for entering year 7 are lower for pupils eligible for PP than for other pupils, which prevents them making good progress in year 7

Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2018-2018 based on value for money?
<p>Employment of three literacy/numeracy TA's. (one funded through catch up funding – see separate plan)</p> <p>These TA are based, in the majority, in core teaching groups where there is a significant percentage of pp/SEND. Small group literacy and numeracy intervention is run during form time each day.</p>	£21,585 £9,832	7 - 9	<p>Improved literacy/numeracy skills for students entering secondary school with low attainment.</p> <p>Diminished difference between the literacy/numeracy skills of students eligible for PP and 'other' students.</p> <p>Diminished difference between the progress of students eligible for PP and 'other' students.</p>	<p>Fast track intervention tracking data</p> <p>Internal progress data in years 7 and 8</p>	<p>Using phonics programme:</p> <p>Year 7 PP students showed 67% in reasoning skills (versus 70% non PP)</p> <p>Year 8 PP students showed 70% (ALL PP)improvement</p> <p>Year 9 PP students showed 67% improvement (versus 69% Non PP)</p> <p>Internal progress data Year 7:</p>	Yes, although reading intervention programmes to alter.
<p>Purchase and implementation of fast track literacy intervention through 'Rapid Read' licence.</p>	£350	7-9	<p>Improved literacy skills for students entering secondary school with low attainment.</p> <p>Diminished difference between the literacy skills of students eligible for PP and 'other' students.</p> <p>Diminished difference between the progress of students eligible for PP and 'other' students.</p>	<p>Fast track intervention tracking data</p> <p>Internal progress data in years 7 and 8</p>	<p>Using phonics programme:</p> <p>Year 7 PP students showed 67% in reasoning skills (versus 70% non PP)</p> <p>Year 8 PP students showed 70% (ALL PP)improvement</p> <p>Year 9 PP students showed 67% improvement (versus 69% Non PP)</p>	Yes, although reading intervention programmes to alter.
<p>Employment of fulltime Nurture Group TA supporting the most vulnerable learners in year 7 (100% PP). Helping them to make rapid progress and access the</p>	£15,815	7	<p>Most vulnerable students make a successful transition to secondary school.</p> <p>Most vulnerable students gain</p>	<p>NBTG internal progress data</p> <p>Number of NBTG able to enter mainstream</p>	<p>According to boxall profiles improvements of between 75% and 83% seen in all areas.</p> <p>10/13 students now</p>	Yes

curriculum successfully through in class support across all subjects.			skills to allow them to enter the mainstream curriculum.	Student and parent evaluation.	accessing mainstream independently. 3/10 now in specialised support. 91% of all students accessing SEND hub report it be beneficial.	
Employment of Assistant SENCO, providing increased capacity within the SEND team to carry out home school communication, student support and intervention, monitoring and tracking. Significant cross over of pp/SEND (65%)	£36,213	7-11	PP/SEND students show improved independence accessing a mainstream curriculum Pp/SEND students show improved social, emotional skills Pp/SEND student show improved progress across the curriculum	Boxall profile data GCSE results 2018 In school progress data years 7 -10.	According to boxall profiles improvements of between 75% and 83% seen in all areas. 10/13 students now accessing mainstream independently. 3/10 now in specialised support. 91% of all students accessing SEND hub report it be beneficial.	Yes
Employment of Study Centre manager – are in school providing reading opportunities, accelerated reader testing, yr 11 revision ‘hubs’.	£27,340	7-11	Students access a suitable area for independent study and quiet reading.	Rates of pp access to study centre. Accelerated reader data for years 7 - 9	42/47 PP students in year 11 attended 10 or more hubs. Over 1000 hours of additional revision time accessed by Year 11 through hubs. A Variable 50/60% of students accessing SC at break/lunch are PP. 50% of class librarians are PP 80% of social time librarians are PP 42% of AR quizzing is PP ALL of these meet or exceed PP school weighting.	Yes – improved tracking of reading levels to be implemented.

C. Behaviour issues for a small group of students in years 7 – 9 (majority eligible for PP) are having a detrimental effect on their academic progress and that of others.						
Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2018-2018 based on value for money?
Contribution of funding towards Inclusion manager. The inclusion team will continue to provide a supportive environment where restorative strategies are used to improve behaviour, motivation and engagement with learning in students across years 7 -11	£18,631 (50% of employment costs)	7-11	Vulnerable students show improved behaviour ensuring lessons aren't disturbed by poor behaviour and all student are able to make good progress.	Student voice Inclusion team records Behaviour records for targeted students. FTE data	% of PP student placed in isolation has increased from 35% (2018) to 55% (2019). Although this is smaller number in real terms. PP FTE has increased this year form 6.4% to 10.1% - this is largely due to spike around spring term.	Yes- impact in classroom climate of clear boundaries has been significant. Role of IM, and effective use of restorative practice with PP to be reviewed
Contribution of funding towards the employment of 2 x 'student welfare' officers (1 x KS3 and 1 xKS4) – securing the safeguarding and well being of students in years 7 – 11. Focus of work is weighted towards PP students	£28,435 £8,806		Highly effective safeguarding practices for vulnerable students including the significant number of PP students with safeguarding concerns. Effective pastoral support for PP students enabling them to access their learning more successfully.	Attendance date Progress Data Behaviour Data	Absence of PP students is at 8.00% for 2018/2019. This is in line with national average. 60% of DSL referral are PP (above school pop %) 53% of well aware referrals are PP (above school pop %)	Yes - although day to day focus of work is to be reviewed.
Purchase of computer software ' resilience	£1500		high quality and structured	Attendance date	To address ned this money was	No

doughnut' enabling high quality and structured support for disadvantaged students showing low levels of resilience and emotional regulation.			support for disadvantaged students showing low levels of resilience and emotional regulation enabling them to feel more secure in school and access their learning more successfully.	Progress Data Behaviour Data	diverted to pay for 8 staff to attend mental health first aid training (200 x 8 = £1600)	
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D. Attendance rates for pupils eligible for PP are lower than those not eligible for PP.						
Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2018-2018 based on value for money?
Contribution towards the employment of a fulltime Attendance officer. PP student receive priority home visits, attendance meeting and rewards for improving attendance.	£10,000 towards the appointment of the attendance officer.	7-11	Diminished difference between the attendance of student eligible for PP and 'other' students Decreased PA figures for pp students	Weekly attendance figures 2016-2018	PP absence stands at 8.00% in line with NA. PP Pa stands at 24.4% higher than NA	Yes- PP attendance continues to a significant focus for work in 2019/2020
Employment of an additional fulltime attendance officer, further increasing the capacity for home visits and attendance meetings.	£30,000	7-11	Diminished difference between the attendance of student eligible for PP and 'other' students Decreased PA figures for pp students	Weekly attendance figures 2016-2018	PP absence stands at 8.00% in line with NA. PP Pa stands at 24.4% higher than NA 100% P attendance at all GCSE examinations	Yes – additional attendance capacity has been vital to securing the attendance of some of our most vulnerable PP students – as evidenced by excellent GCSE attendance and punctuality.

