

School	Bishop Perowne C of E College				
Academic Year	2019/20	Total PP budget: £313,225	(Plan total:) £342,576	Date of last external PP review	Jan 2018
Total on role	840	Number eligible for PP	399	Date for next internal review	Jan 2020

Current Attainment	2017 GCSE Results	2018 GCSE Results	2019 GCSE Results (unvalidated)	2020 GCSE Results (COVID)
	PP students	PP data	PP data	PP Data
Overall P8 score	-0.48	-0.27 (+0.37 FFT CVA)	-0.30	-0.07
Overall P8 score for PP High prior attainers	+0.08	-0.68 (4 students)	+0.27 (10 students)	+0.37
Overall P8 score for PP Middle prior attainers	-0.799	-0.39	-0.42	-0.10
Overall P8 score for PP Low prior attainers	-0.482	+0.15	-0.51	-0.16
Overall P8 score for English Element	-0.66	-0.26 (+0.41 FFT CVA)	-0.57	-0.18
Overall P8 score for Maths Element	-1.04	-0.45 (+0.17 FFT CVA)	-0.27	-0.11
Attainment 8 score	33.87	34.78	38.33	35.72
Attainment 8 score: English Element	7.53	7.77	8.08	7.78
Attainment 8 score: Maths Element	5.24	6.00	7.21	6.49
Fixed Term exclusion as a % of the pupil group (FSM data)	9.21%	6.2%	10.1%	7%
% absent for 10% or more of sessions (FSM data)	24.4%	17.0%	24.0%	27.3

Barriers to future attainment (for pupils eligible for PP including high ability)

- A. Less access to books, reading opportunities and a wide vocabulary leads to lower literacy levels for some students in receipt of pupil premium funding.
- B. Lower attendance rates for some of our students in receipt of pupil premium funding
- C. Complex learning needs for some of our disadvantaged students.
- D. Financial cost of some additional learning resources and opportunities
- E. A combination of all of the above can lead to reduced prior attainment for some of our students in receipt of pupil premium funding, meaning they are at risk of being misplaced when considering their true academic capability.

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.
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 classroom experience and therefore progress for disadvantaged students with complex learning needs.	Progress and behaviour data for identified students in years 7 -11
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 reading ages 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.

**** All data used from GCSE results in 2020 are CAG/Algorithm calculations completed in response to the COVID 19 closures. However, these are the closet we have to 'hard outcomes' this year.

Breakdown of actions

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?

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	£1750	9.10 and 11	PP student able to engage with effective independent study. Improved PP results for GCSE EBACC subjects	Practice exam result 2019 GCSE results 2020 Diminished difference between PP and 'other; students in above data.	Overall P8 score for PP students increased from -0.30 in 2019 to - 0.07 in 2020.	Yes – has been extended to KS3 in Ebacc subjects also.
Access to high grade workshops in year 11	£250	11	Diminished difference in the attainment of high ability students eligible for PP and 'other' students	GCSE results 2020	Overall P8 score of HPA PP students increased from +0.27 in 2019 to +0.37 in 2020	Yes
Funding for PP students to attend curriculum related trips as part of the cultural capital programme	£8000	7-11	improved engagement with learning in the classroom Access to a breadth and width in their curriculums	Internal progress data for PP students in Years 10. Internal behaviour data for PP students in Years 7 – 10	NTU	Due to covid restrictions this money has been allocated but may be diverted as the year dictates.
Funding for PP students to participate in STEM extra curricular activities	£1000	7-11	improved engagement with learning in the classroom	Internal progress data for PP students in Years 10 – focus on Science and Maths Internal behaviour data for PP students in Years 7 – 10	NTU	Yes
Funding for PP participation in enrichment activities e.g sports participation, Duke Of Edinburgh, extra curricular activities	£4500	7-11	improved engagement and resilience with learning in the classroom	Attendance and participation data for full range of enrichment activities in Years 7 - 10	NTU	Yes

B Improving attainment and progress for disadvantaged students in the core subjects

E.Improving the literacy and reading ages for pupils eligible for PP

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
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Maintenance of SLT roles and responsibilities, therefore continuing a leadership position with specific responsibility for the progress of disadvantaged students in years 7 -10	£28,800 (50% of employment cost of AHT)	7-10	As progress of PP student 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.	Internal progress data 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 Attainment and attendance data for students at AP in years 9 - 11	NTU	Yes as permanent post holder is on Mat leave – PP budget allocated to enable a replacement secondment to this position to occur.
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 filling of learning gaps through small group teaching and support for teaching groups with largest amounts of student eligible for pp	£16,384	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 2020 In school progress data for Maths years 7 – 10.	PP progress for Maths increased from -0.27 in 2019 to – 0.11 in 2020	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. This TA also hold responsibility for the KS3 reading programme across years 7 and 8 aimed at improving the reading ages and vocabulary of all students with a focus on the progress of PP students.	£20,322	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. Diminished difference in the reading ages of students eligible for PP and 'other' student sin years 7 and 8.	English GCSE results 2018 In school progress data for English years 7 – 10. In school reading data for years 7 and 8	PP progress for English increased from -0.57 in 2019 to – 0.18 in 2020 Need some reading data	Yes

B. Improving the classroom experience and therefore progress for disadvantaged students with complex learning needs.

C. Improving the literacy and reading ages for pupils 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?
<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>	<p>£21,585 £9,832</p>	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>	NTU	<p>Yes although distribution has now altered so that there are 4 TAS working with the lower bands in years 7 – 10. These are extremely 'PP heavy' groups.</p>
<p>Employment of TA supporting the most vulnerable learners in year 7/ 8. Helping them to make rapid progress and access the curriculum successfully through in class support across all subjects.</p>	£15,815	7	<p>Most vulnerable students make a successful transition to secondary school.</p> <p>Most vulnerable students gain skills to allow them to enter the mainstream curriculum.</p>	<p>Progress data of students in 7C band and 8C Band.</p>	NTU	See above
<p>Employment of Assistant SENCO, providing increased capacity within the SEND team to carry out home school communication, student support and</p>	£36,213	7-11	<p>PP/SEND students show improved independence accessing a mainstream curriculum</p> <p>Pp/SEND students show improved social, emotional skills</p>	<p>Boxall profile data</p> <p>GCSE results 2020</p> <p>In school progress data years 7 -10.</p>	<p>NTU – Boxall and 7-10</p> <p>Overall P8 score for PP students with SEND in</p>	Yes

intervention, monitoring and tracking. Significant cross over of pp/SEND (65%)			Pp/SEND student show improved progress across the curriculum		creased from -0.41 in 2019 to - 0.17 in 2020	
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	NTU – access to study centre. Accelerated reader data has not been collated due to COVID closures meaning that the second AR testing round was unable to take place.	Yes – although due to Covid restrictions the role has altered slightly – work is still focussed on PP student and their catch up.
Employment of Lead TA and TA to implement new ‘ACE’ hub. This is a provision aimed at supporting the most vulnerable students in years 7 and 8, enabling them to remain on school site rather than attend alternative provision and aim to attend increasing numbers of mainstream lesson. 4 out of 6 student are PP. Numbers to slowly increase as provision develops.	£32,732 £16.184	7 - 8	Identified students show increased attendance Identified students show improved behaviour logs Identified students show increased attendance in mainstream lessons Reduced numbers of students sent to AP	Attendance and behaviour data for identified students. Records of AP referrals	NTU	Yes. Due to mat leave money from PP budget has been used to employ a temporary Lead TA.

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	NTU	Yes
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	£28,435 £8,806		Highly effective safeguarding practices for vulnerable students including the significant number of PP students with safeguarding concerns.	Attendance data Progress Data Behaviour Data	NTU	Yes. Due to Mat leave of one member of staff, PP money has

students in years 7 – 11. Focus of work is weighted towards PP students			Effective pastoral support for PP students enabling them to access their learning more successfully.			bene used to uplift the salary of another member of pastoral staff enabling the safeguarding and welfare aspect of this role to be covered effectively.
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D. Increasing the attendance rates for pupils 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.	£12,000 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 2019-2020	NTU	Yes – role essential on return from lock down
Employment of an additional fulltime attendance officer, further increasing the capacity for home visits and attendance meetings.	£34,000	7-11	Diminished difference between the attendance of student eligible for PP and 'other' students Decreased PA figures for pp students	Weekly attendance figures 2019-2020	NTU	Yes – role essential on return from lock down