

School	Bishop Perowne C of E College				
Academic Year	2020/21	Total PP budget: £303,153	(Plan total:) £367,111	Date of last external PP review	Jan 2018
Total on role	909	Number eligible for PP	331	Date for next internal review	Jan 2021

Current Attainment	2017 GCSE Results	2018 GCSE Results	2019 GCSE Results (unvalidated)	2020 GCSE Results (COVID)	2021 GCSE results
	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. Less access to technology and other methods of remote learning during lock down.
- B. Lower attendance rates for some of our students in receipt of pupil premium funding especially on return from closure
- C. Complex learning needs for some of our disadvantaged students meaning accessing the curriculum is more challenging.
- 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. <i>This year there is a specific focus on the gaps in PP learning due to closure and enforced self-isolation.</i>	Compliance and coaching 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 – <i>This year there is a specific focus on the gaps in PP learning due to closure and enforced self-isolation.</i>	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) <i>if these measures are present in 2021</i> 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 – <i>this is a particular barrier this year as the school returns from closure and manages self-isolation during the academic year.</i>	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.

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 2021 – 2022 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	£1750	9.10 and 11	PP student able to engage with effective independent study.	Practice exam result 2020 GCSE results 2021		

guides in all lessons so students are confident in how to use these material to support independent study			Improved PP results for GCSE EBACC subjects	Diminished difference between PP and 'other; students in above data.		
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 2021		
Funding for PP students to attend curriculum related trips as part of the cultural capital programme <i>This money may be redirected to other PP areas should covid restrictions mean cultural capital activities are not able to take place</i>	£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		
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		
Funding for PP participation in enrichment activities e.g sports participation, Duke Of Edinburgh, extra curricular activities <i>This money may be redirected to other PP areas should covid restrictions mean extra-curricular activities are not able to take place</i>	£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		

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 2021 – 2022 based on value for money?
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<p>Maintenance of SLT roles and responsibilities, therefore continuing a leadership position with specific responsibility for the progress of disadvantaged students in years 7 -10. <i>As the incumbent member of staff is on Maternity leave, PP funding has been used to support the secondment of a Middle Leader to take on this role for the duration of the absence.</i></p>	<p>£20,000 £1,867</p>	<p>7-10</p>	<p>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.</p>	<p>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</p>		
<p>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</p>	<p>£17,081</p>	<p>7-11</p>	<p>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.</p>	<p>Maths GCSE results 2021 In school progress data for Maths years 7 – 10.</p>		
<p>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.</p>	<p>£21,628</p>	<p>7-11</p>	<p>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.</p>	<p>English GCSE results 2021 In school progress data for English years 7 – 10. In school reading data for years 7 and 8</p>		

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 2021-2022 based on value for money?
<p>Employment of 4 TAs whose role is to provide in class support for student with low literacy/numeracy skills enabling them to access their full curriculum more effectively. <i>This is especially relevant following lock down</i></p> <p>One TA is assigned to the lower band in each Year 7 -10.</p> <p>This groups have PP weightings far greater than the whole school average.</p>	<p>£17,081</p> <p>£15,979</p> <p>£15,979</p> <p>£15,979</p>	7 - 10	<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 - 10</p>		
<p>Employment of Assistant SENCO, providing increased capacity within the SEND team to carry out home school communication, student support and intervention, monitoring and tracking.</p> <p>Significant cross over of pp/SEND (65%)</p>	£38,475	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>Pp/SEND student show improved progress across the curriculum</p>	<p>Boxall profile data</p> <p>GCSE results 2021</p> <p>In school progress data years 7 -10.</p>		
<p>Employment of Study Centre manager – are in school providing reading opportunities, accelerated reader testing, yr 11 revision 'hubs'.</p> <p><i>Due to covid restrictions, the member of staff in this role is supporting catch up tutoring programmes, providing in class support for students and running literacy booster sessions. All of these activities</i></p>	£29,211	7-11	<p>Students access a suitable area for independent study and quiet reading.</p>	<p>Rates of pp access to study centre.</p> <p>Accelerated reader data for years 7 - 9</p>		

<i>involve a student cohort with a PP weighting far greater than the whole school average.</i>						
Employment of Lead TA and TA to implement new 'ACE' hub. This is a provision aimed at supporting the most vulnerable students in years 7,8 and 9, 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. <i>Due to the maternity leave of the Lead TA, PP funding has been used to secure a temporary lead TA to cover this position for the duration of the absence</i>	£34,100 £17,081 £6,468	7 - 9	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		

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 <i>(due to covid restrictions, this member of staff is currently working with students in Years 7 – 9, with the aim of returning to all year groups when guidance allows)</i>	£18,749 (50% of employment costs)	7-9	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		
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 <i>Due to the maternity leave of one student welfare officer, PP funding has been used</i>	£30,451 £6,468 £899		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		

<i>to secure an uplift in salary for a current pastoral worker to cover this position for the duration of the absence</i>						
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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 2021-2022 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.	£14,705 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 2020-2021		
Employment of an additional fulltime attendance officer, further increasing the capacity for home visits and attendance meetings.	£29,410	7-11	Diminished difference between the attendance of student eligible for PP and 'other' students Decreased PA figures for pp students	Weekly attendance figures 2020-2021		