

|               |                               |                           |                         |                                 |          |
|---------------|-------------------------------|---------------------------|-------------------------|---------------------------------|----------|
| 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 (COVID) |
|---|-------------------|-----------------------|---------------------------------|---------------------------|---------------------------|
|   | PP students       | PP data               | PP data                         | PP Data                   | PP data                   |
| Overall P8 score  | -0.48             | -0.27 (+0.37 FFT CVA) | -0.30                           | -0.07                     | Not available             |
| Overall P8 score for PP High prior attainers              | +0.08             | -0.68 ( 4 students)   | +0.27 ( 10 students)            | +0.37                     | Not available             |
| Overall P8 score for PP Middle prior attainers            | -0.799            | -0.39                 | -0.42                           | -0.10                     | Not available             |
| Overall P8 score for PP Low prior attainers               | -0.482            | +0.15                 | -0.51                           | -0.16                     | Not available             |
| Overall P8 score for English Element                      | -0.66             | -0.26 (+0.41 FFT CVA) | -0.57                           | -0.18                     | Not available             |
| Overall P8 score for Maths Element                        | -1.04             | -0.45 (+0.17 FFT CVA) | -0.27                           | -0.11                     | Not available             |
| Attainment 8 score  | 33.87             | 34.78                 | 38.33                           | 35.72                     | 40.13                     |
| Attainment 8 score: English Element                       | 7.53              | 7.77                  | 8.08                            | 7.78                      | 8.12                      |
| Attainment 8 score: Maths Element                         | 5.24              | 6.00                  | 7.21                            | 6.49                      | 7.20                      |
| 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.<br>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.<br>GCSE: Progress 8 Measures with specific focus on: a. Core Subjects ( English, Math, Science, Humanities) <i>if these measures are present in 2021</i><br>GCSE: Attainment 8 Measure<br>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.<br>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.<br>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<br>GCSE results 2021 | Supported students through school | Yes  |

|   |       |      |  |  |  |     |
|---|-------|------|--|--|--|-----|
| 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.   | closures and remote learning.          |     |
| 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  | N/A                                    | Yes |
| Funding for PP students to attend curriculum related trips as part of the cultural capital programme<br><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<br>Access to a breadth and width in their curriculums | Internal progress data for PP students in Years 10.<br>Internal behaviour data for PP students in Years 7 – 10                             | Not possible due to COVID restrictions | Yes |
| 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<br>Internal behaviour data for PP students in Years 7 – 10 | N/A due to COVID                       | Yes |
| Funding for PP participation in enrichment activities e.g sports participation, Duke Of Edinburgh, extra curricular activities<br><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  | Not possible due to COVID restrictions | 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 2021 – 2022 based on value for money? |
|----------------------|---------------------------|-------------------|-----------|-----------------------------|----------------------------|--|
|----------------------|---------------------------|-------------------|-----------|-----------------------------|----------------------------|--|

|   |                           |             |  |   |  |   |
|---|---------------------------|-------------|--|---|--|---|
| <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.<br/><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<br/>£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.<br/>Internal behaviour data for PP students in Years 7 – 10<br/>Attendance data for PP students in Years 7 -10<br/>Attainment and attendance data for students at AP in years 9 - 11</p> | <p>Through lockdown and closures this role has important in ensuring that a focus has remained on the experience of pp student whether it be their ability to access remote learning, their attendance at KWV provision or meeting their need for alternative plans as school returns.</p> | <p>Yes – the role has moved to a new member of SLT to ensure a continued focus on the progress of pp students in the return from school closures.</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.<br/>-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<br/>In school progress data for Maths years 7 – 10.</p>  | <p>% of PP students gaining a 5+ in maths or a 4+ in Maths declined in 21 versus 2019( pre pandemic results). However, the TA was essential in limiting the gaps created by the school closures</p>  | <p>Yes</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.</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.<br/>-Diminished difference between the recorded English progress of students</p>   | <p>English GCSE results 2021<br/>In school progress data for English years 7 – 10.<br/>In school reading data for years 7 and 8</p>   | <p>% of PP students gaining a 5+ in English or a 4+ in English declined in 21 versus 2019( pre pandemic results). However, the TA was essential in</p>   | <p>Yes</p>  |

|   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
| 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. |  |  | eligible for PP and 'other' students in year 8 -10.<br>Diminished difference in the reading ages of students eligible for PP and 'other' student sin years 7 and 8. |  | limiting the gaps created by the school closures |  |
|---|--|--|---|--|--|--|

| B. Improving the classroom experience and therefore progress for disadvantaged students with complex learning needs.<br>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?                   |
| 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><br>One TA is assigned to the lower band in each Year 7 -10.<br>This groups have PP weightings far greater than the whole school average. | £17,081<br>£15,979<br>£15,979<br>£15,979 | 7 - 10            | Improved literacy/numeracy skills for students entering secondary school with low attainment.<br>Diminished difference between the literacy/numeracy skills of students eligible for PP and 'other' students.<br>Diminished difference between the progress of students eligible for PP and 'other' students. | Fast track intervention tracking data<br>Internal progress data in years 7 - 10  | During lockdown and school closures, the work of the Tas in this position was essential to maintaining contact and support for our vulnerable and SEND students enabling them to access their remote provision. | Yes<br><br>Plus the employment of additional TA roles from Sept 2021 |
| Employment of Assistant SENCO, providing increased capacity within the SEND team to carry out home school communication, student support and intervention, monitoring and tracking.<br>Significant cross over of pp/SEND (65%)  | £38,475                                  | 7-11              | PP/SEND students show improved independence accessing a mainstream curriculum<br>Pp/SEND students show improved social, emotional skills<br>Pp/SEND student show improved progress across the curriculum  | Boxall profile data<br>GCSE results 2021<br>In school progress data years 7 -10. | Due to a significant increase in student requiring emotional support and mental health intervention this role has been essential to supporting vulnerable   | Yes  |

|  |                              |       |  |   |  |  |
|--|------------------------------|-------|--|---|--|--|
|  |                              |       |  |   | students return to school following lockdown.  |  |
| Employment of Study Centre manager – are in school providing reading opportunities, accelerated reader testing, yr 11 revision ‘hubs’.<br><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 involve a student cohort with a PP weighting far greater than the whole school average.</i>  | £29,211                      | 7-11  | Students access a suitable area for independent study and quiet reading.   | Rates of pp access to study centre.<br>Accelerated reader data for years 7 - 9    | Due to concerns regarding a decline in reading ages during lockdowns, this role is essential in supporting students return to thr accelerated reader scheme and the promotion of reading in school   | Yes  |
| 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.<br><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<br>£17,081<br>£6,468 | 7 - 9 | Identified students show increased attendance<br>Identified students show improved behaviour logs<br>Identified students show increased attendance in mainstream lessons<br>Reduced numbers of students sent to AP | Attendance and behaviour data for identified students.<br>Records of AP referrals | Due to the intake of students into KS3 with significant behaviour and SEND issues, the Ace hub has become a vital part of ensuring these students can continue to attend school, access small group teaching whilst minimising disruption on mainstream classes. | Yes – although alteration to the staffing model have taken place |
|  |                              |       |  |   |  |  |

|  |                                    |     |   |   |   |   |
|--|------------------------------------|-----|---|---|---|---|
| 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 | £18,749 ( 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<br>Inclusion team records<br>Behaviour records for targeted students.<br>FTE data | Due an increase in behavioural issues seen from a small core of student following return form lock down, the ability of the inclusion team to conduct | Yes and an additional inclusion manager has been employed form Sept |
|--|------------------------------------|-----|---|---|---|---|

|   |                           |  |   |  |  |   |
|---|---------------------------|--|---|--|--|---|
| ( 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)   |                           |  |   |  | meaningful sanctions plus intervention work has increased.   | 2021 to increase the ability of the team to conduct intervention and support.               |
| 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<br><i>Due to the maternity leave of one student welfare officer, PP funding has been used to secure an uplift in salary for a current pastoral worker to cover this position for the duration of the absence</i> | £30,451<br>£6,468<br>£899 |  | Highly effective safeguarding practices for vulnerable students including the significant number of PP students with safeguarding concerns.<br>Effective pastoral support for PP students enabling them to access their learning more successfully. | Attendance date<br>Progress Data<br>Behaviour Data | Due to an increase in safeguarding notifications, mental health concerns and behavioural issue seen from students since return from lockdown, the work of this team has been essential and stretched in terms of capacity. | Yes.<br><br>Plus additional pastoral workers have been employed to meet need from Sept 2021 |

| 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<br>Decreased PA figures for pp students | Weekly attendance figures 2020-2021 | Attendance challenges since return from lockdown mean that this remains an essential position | Yes  |

|   |         |      |  |                                     |   |            |
|---|---------|------|--|-------------------------------------|---|------------|
| 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<br>Decreased PA figures for pp students | Weekly attendance figures 2020-2021 | Attendance challenges since return from lockdown mean that this remains an essential position | <b>Yes</b> |
|---|---------|------|--|-------------------------------------|---|------------|