

School	Bishop Perowne C of E College				
Academic Year	2022/23	Total PP budget: £354,600	Plan total: £413902	Date of last external PP review	Jan 2018
Total on role	1036	Number eligible for PP	377	Date for next internal review	Jan 2022

Current Attainment	2017 GCSE Results	2018 GCSE Results	2019 GCSE Results (unvalidated)	2020 GCSE Results (COVID)	2021 GCSE results (COVID)	2022 GCSE results	2023 GCSE results (unvalidated)
	PP data	PP data	PP data	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	-0.81	-0.9
Overall P8 score for PP High prior attainers	+0.08	-0.68 (4 students)	+0.27 (10 students)	+0.37	Not available	-0.23	-1.28 (3 students)
Overall P8 score for PP Middle prior attainers	-0.799	-0.39	-0.42	-0.10	Not available	-0.97	-1.04
Overall P8 score for PP Low prior attainers	-0.482	+0.15	-0.51	-0.16	Not available	-0.68	-0.7
Overall P8 score for English Element	-0.66	-0.26 (+0.41 FFT CVA)	-0.57	-0.18	Not available	-0.71	-0.85
Overall P8 score for Maths Element	-1.04	-0.45 (+0.17 FFT CVA)	-0.27	-0.11	Not available	-0.77	-0.88
Attainment 8 score	33.87	34.78	38.33	35.72	40.13	34.8	28.21
Attainment 8 score: English Element	7.53	7.77	8.08	7.78	8.12	7.9	6.59
Attainment 8 score: Maths Element	5.24	6.00	7.21	6.49	7.20	6.5	5.38
Fixed Term exclusion as a % of the pupil group (FSM data)	9.21%	6.2%	10.1%	7%		25%	4.6%
% absent for 10% or more of sessions (FSM data)	24.4%	17.0%	24.0%	27.3%		58%	53.9%

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 PP 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 PP students	
Area of priority	Methods of measuring impact
A. Improving the quality and consistency of inclusive quality first teaching for PP students, leading to improved levels of resilience and engagement from students eligible for pupil premium. <i>This year there is a specific focus on whole school literacy and closing the gap between PP and non-PP reading ages.</i>	Compliance and coaching records for staff and departments, both internal and externally moderated. Lesson drop-ins, Subject meeting minutes, CPD schedule. 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) GCSE: Attainment 8 Measure Years 7-10: Percentage of students making at least expected progress.
C. Improving the classroom experience and therefore progress for PP students with complex learning needs.	Progress and behaviour data for identified students in years 7 -11. Subject meeting minutes. Subject CPD feedback
D. Increasing the attendance rates for pupils eligible for PP – <i>this continues as a barrier due to increasingly complex combinations of SEND, anxiety, declining mental health and school avoidance.</i>	Attendance rates for PP students when compared to non-PP students and national benchmarks. Persistent absence rates for PP students when compared to non-PP 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 non-PP students. Percentages of students eligible for PP reaching numeracy expectations appropriate to their chronological age compared to 'other' students.

Breakdown of actions

a. Improving inclusive Quality First Teaching for PP 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 2023 – 2024 based on value for money?
Purchase of revision materials for all PP students at KS4 (9-11) in all EBACC subjects and a proportion of KS3 students. Systems in place to ensure revision guides used in all lessons so students are confident in how to use these material to support independent study	£2000	KS4	PP student able to engage with effective independent study. Improved PP results for GCSE EBACC subjects	Practice exam result 2022 GCSE results 2023 Diminished difference between PP and non-PP students in above data.	2023 GCSE result improvement from -0.35 to -0.17 2023 GCSE PP P8 -0.91 gap 1.09 2022 GCSE P8 - 0.81 Gap -1	Yes – student & staff voice positive
Access to high grade workshops and masterclass events in year 11	£300	11	Diminished difference in the attainment of high ability students eligible for PP and non-PP students	GCSE results 2023	GCSE results 2023 Gap between HPA PP vs. non-PP -1.21	Yes – preparation for terminal GCSE assessments
Funding for PP students to attend curriculum related trips as part of the cultural capital programme	£8160	7-10	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	all pupils incl. pupil premium included in cultural capital programme	Yes
Funding for PP students to participate in STEM extra-curricular activities	£1000	7-10	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	PP participation between 20-50%	yes
Funding for PP participation in enrichment activities e.g sports participation, Duke Of Edinburgh, residential outdoor education visit & extra-curricular activities	£4590	7-10	improved engagement and resilience with learning in the classroom	Attendance and participation data for full range of enrichment activities in Years 7 - 10	15-70% PP attendance	yes

- b. Improving attainment and progress for PP students in the core subjects
- c. Improving the classroom experience and therefore progress for PP students with complex learning needs.
- 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 2022– 2023 based on value for money?
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 PP-heavy group teaching and support for teaching groups with largest amounts of student eligible for pp	£15770	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 2023 In school progress data for Maths years 7 – 10.	2022 Maths P8 -0.77 Gap -0.66 2023 Maths P8 -0.83 Gap -1 TA plays crucial part in PP progress	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 filling of learning gaps through small PP-heavy group teaching and support for teaching groups with largest amounts of student eligible for pp. Support of PP during English hubs	£24399	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 2023 In school progress data for English years 7 – 10. In school reading data for years 7-9	2022 Eng P8 -0.7 Gap -0.74 2023 Eng P8 -0.85 Gap -0.99 TA plays crucial part in PP progress	Yes

c. Improving the classroom experience and therefore progress for PP students with complex learning needs. e. 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 2022-2023 based on value for money?
Employment of 6 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. One TA is assigned to the lower band in each Year 7 -10. This groups have PP weightings far greater than the whole school average.	£16566 £16566 £16566 £16566 £16566	7 - 10	Improved literacy/numeracy skills for students entering secondary school with low attainment. Diminished difference between the literacy/numeracy skills of students eligible for PP and 'other' students. Diminished difference between the progress of students eligible for PP and 'other' students.	Reading ages intervention tracking data Internal progress data in years 7 - 10	TA plays crucial part in PP progress	Yes
Employment of 2x Deputy SENCOs, providing increased capacity within the SEND team to carry out home school communication, student support and intervention, monitoring and tracking and EHCP/diagnoses paperwork. Significant cross over of pp/SEND (65%)	£29155 £29155	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 2023 In school progress data years 7 -10.	Increase capacity of SEND team to meet the increasing demand of SEND monitoring & support and EHCP applications.	Yes
Employment of Study Centre manager – providing in-school reading opportunities, accelerated reader testing, yr 11 revision 'hubs' and facilitating access arrangements.	£25266	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	All PP students have access to the SC. Bespoke reading interventions use this resource.	Yes
Employment of HLTA and TA to implement new Access To Mainstream (A2M) provision. This is a provision aimed at supporting the most vulnerable students in years 7,8 and 9 & 10 enabling them to remain on school site rather than attend alternative provision and aim to	£23866 £15266	7 - 10	Identified students show increased attendance Identified students show improved behaviour logs Identified students show increased attendance in mainstream lessons	Attendance and behaviour data for identified students. Records of AP referrals SDQ data	Supporting SEND students who have an EHCP or have one being applied for. Aim is to build up attendance at mainstream lessons	Yes – employment of QTS teacher

attend increasing numbers of mainstream lesson. 11 out of 16 students accessing A2M are PP.			Reduced numbers of students sent to AP			
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	£15767 (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	Increased capacity for restorative practise. Large PP overlap with students using this resource.	Yes
Second inclusion manager – increased intervention and behaviour recovery	£29619				As above	Yes
Funding of 1 x fulltime safeguarding officer. Contribution of funding towards the employment of 2 x 'safeguarding' officers (1x KS3 and 2x KS4) – securing the safeguarding and wellbeing of students in years 7 – 11. Focus of work is weighted towards PP students	£28493 £12544 £12544		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	Increasing demand for bespoke safeguarding support due to increasing number and complexity of disclosures and ongoing safeguarding cases. Large overlap with PP	yes

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 2022-23 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.	£ 12746 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	Attendance a key factor in PP progress. PP over represented in	Yes

					attendance support	
Employment of an additional fulltime attendance officer, further increasing the capacity for home visits and attendance meetings.	£23866	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	As above	Yes