

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Bishop's Stortford High School
Number of pupils in school	1185
Proportion (%) of pupil premium eligible pupils	5.82%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr. Dale Reeve (Headteacher)
Pupil premium lead	Mrs. Natalie Miles (SLT)
Governor / Trustee lead	Mrs Katie Beagles

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£52 090
Recovery premium funding allocation this academic year	£7395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4500

Part A: Pupil premium strategy plan

Statement of intent

In summary, the ultimate objective is for all pupil premium students to have an educational experience in line with all other students. This includes, but is not limited to, student's attendance rates to be over 95% and arrive punctually to school.

Disadvantaged students to have behaviour incidents in line with the rest of the school and for all to participate in our enrichment programme. For students to have access to a broad curriculum, including studying a language and for high expectations to be impressed upon them. To narrow the progress 8 score gap between disadvantaged students and all other pupils.

This will be achieved through enacting our three tiered pupil premium and catch-strategy which prioritises teaching and learning through the recruitment, training and retention of high quality teaching staff. In addition we will provide targeted academic support, where required, including school-led tutoring and group interventions. Our low numbers of pupil premium students allows us to take an individualistic approach. Wider strategies will also be deployed where necessary including prioritised mentoring and funding for enrichment opportunities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The majority of students who join us in Year 7 have high prior attainment. Generally, this means that our disadvantaged students have a larger educational gap to close.
2	There are a relatively small proportion of disadvantaged students at TBSHS and in Bishop's Stortford generally. In a large school, there may be a risk that disadvantaged students could get lost amongst other students.
3	The length of time a student has been in the disadvantaged group can be a significant barrier. If a student was in a disadvantaged group at primary school and has not been able to fully engage with their primary education they may not have been able to build the necessary foundations, creating further challenges in being able to access the secondary curriculum.
4	Disadvantaged students may not be able to access all the necessary school equipment they need, for example, uniform, stationery, textbooks etc. This also links to the potential of reduced social mobility in the form of school trips and residential visits that we offer. If disadvantaged students do not engage in these opportunities, the learning gap between them and non-disadvantaged students can widen further.

5	The significant time out of school during the last two academic years could have placed pupil premium students at a further disadvantage.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil Premium Students to have an academic experience in line with all other students.	Broad curriculum offered High attendance and punctuality rates
Pupil Premium Students to participate in the wider life of the school.	Participation in enrichment opportunities Attendance on school trips Low occurrence of behaviour incidents
Pupil Premium Students to make good academic progress.	88 % of students attaining A*-C in one MFL GCSE 80 % of students attaining 4+ En & Ma 70% of students attaining 5+ En & Ma Attainment 8 score of 50

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Staff</i>	EEF – Reduction in class Sizes, rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review. EEF – Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. EEF – Homework, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Individualised Instruction, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	1,3,5
<i>Staff training</i>	EEF – Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Focused Learning Walks, ‘drop in’, formal lesson observations and work scrutinies of students eligible for PP. We feel that investing some of the PP funding in longer term change, will help all students and essentially, improve student outcomes for those eligible for PP.	1,3,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7395

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>School-Led Tutoring</i></p>	<p>Extending school time, rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Collaborative learning approaches, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Individualised Instruction, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Small group tuition, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p>	<p>1,3,4,5</p>
<p><i>Literacy Interventions</i></p>	<p>Reading comprehension strategies , rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Small group tuition, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Collaborative learning approaches, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p>	<p>1,3,4,5</p>
<p><i>Numeracy Interventions</i></p>	<p>Small group tuition, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Collaborative learning approaches, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p>	<p>1,3,4,5</p>
<p><i>Academic Mentoring</i></p>	<p>Small group tuition, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p>	<p>1,3,4,5</p>

	<p>Collaborative learning approaches, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit re-search review.</p> <p>Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Peer tutoring, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Oral Language interventions, rated as +7 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Support Staff	<p>Mentoring, rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Behaviour interventions, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Meta cognition and self-regulation, rated as +7 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Social and emotional learning, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p>	All
External Agency support (Aspects and Counselling)	<p>Mentoring, rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Behaviour interventions, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Meta cognition and self-regulation, rated as +7 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Social and emotional learning, rated as +4 in Sutton Trust/EEF Teaching</p>	2 and 5

	and Learning Toolkit research review.	
Funding for additional resources (trips, school-uniform, digital resources)	Arts participation, rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Physical activity, rated as +1 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Summer schools, rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	4

Total budgeted cost: £ 63,985

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

There were 9 disadvantaged students last year. Their results are as follows:

Group	Students	English Element	Maths Element	Ebacc Element	Open Element	Attainment 8
All students	167	12.5	12.0	19.9	18.5	62.9
Disadvantaged	9	12.2	12.7	20.2	17.8	62.9

Nationally there were 151,973 disadvantaged pupils and the average attainment 8 score was 40.3, our pupils performed significantly better than the national average.

Main priorities	Strategies employed	Impact
Engagement and motivation in learning remotely	<ul style="list-style-type: none"> • Weekly communication with Key Stage 3 or 4 Inclusion Manager; • Daily communication with Learning Support Assistants. Communications taking place by either by telephone or face to face; using a remote platform. • Regular Inclusion Team engagement reviews with Pastoral Heads • Providing additional resources and tutoring 	<ul style="list-style-type: none"> • Parents and students remained connected to both school and their learning. • Regular conversations assisted in identifying issues that could be shared with relevant staff and remedied promptly. There were a very small number of disadvantaged students who struggled to engage and where this occurred, staff tailored work to their needs, e.g. purchasing text or workbooks, and providing additional remote lessons for struggling students. This ensured that students didn't fall behind in their learning. • Daily and twice daily LSA 'check-ins' ensured students were able to access learning. • Additional tutoring from subject staff further engaged some targeted students. In latter stages of the summer term, additional face to face learning took place in a COVID secure school environment. Students with greatest needs were identified and invited to attend. Additional teacher and LSA support was on hand for these students. This was very positively received by both students and parents.
Digital access and competency	<ul style="list-style-type: none"> • Providing school laptops for those without digital access. • Providing bespoke training and technical support for disadvantaged students and their parents/carers. 	<ul style="list-style-type: none"> • For those students without access to digital resources, laptops were loaned and for some, repairs were made at the school's expense. • Additional training and support was provided to access learning for both students and parents, which ensured students did not fall behind. This was monitored by regular communications and reviews by all staff.
Reading comprehension and fluency and quality of oral and written communication	<ul style="list-style-type: none"> • Additional Learning Support Assistant (LSA) remote interventions to support reading and comprehension. • Purchase of audio books and National Literacy Trust resources. Additional library book loans. • Provision of communication templates. 	<ul style="list-style-type: none"> • Key Stage 3 students continued to have 'Guided-reading' lessons each fortnight and this ensured a sustained focus on the importance of reading. • The Literacy Coordinator sent regular challenges and resources for all students and together with the, SENCo and LSAs, provided additional support with reading comprehension to continue to support progress of targeted students. Many students engaged well with this and some excellent student feedback was received. • Communication templates promoted and ensured students were able to communicate effectively when seeking help. These were

		well used and requests for help were more focused.
Supporting Mental Health and Emotional Wellbeing	<ul style="list-style-type: none"> • Additional pastoral communications and CBT counselling. • Music lessons • Signposting for all local services and resource support for student and parents. 	<ul style="list-style-type: none"> • Weekly communications with Inclusion Managers, form tutors, Heads of Year, SENCo and LSAs ensured all students' mental health and wellbeing was monitored. • Where further support was required, this was implemented, i.e. daily communication from school, remote parent meetings, attendance in school, organising counselling, music lessons or external agency support. Excellent feedback from parents was received • Additional music lessons provided invaluable support and ensured these students engaged with the rest of their learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Due to our small number of students we primarily opt for school-led, bespoke, high quality programmes of intervention.

Programme	Provider
Bedrock Vocabulary	Bedrock Vocabulary
ASPECTS	Families First

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Counselling provided.
What was the impact of that spending on service pupil premium eligible pupils?	High engagement in school, improved attendance and participation in school's enrichment programme.