

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the experiences, attainment and life chances of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and an evaluation of the impact of spending in the academic year 2021-2022.

School overview

Detail	Data
School name	The Bishop's Stortford High School
Number of pupils in school	1198
Proportion (%) of pupil premium eligible pupils	4.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£47,450
Recovery premium funding allocation this academic year	£13,248
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1298.81

Part A: Pupil premium strategy plan

Statement of intent

In summary, the ultimate objective is for all disadvantaged students to progress through the curriculum in line with all other students. Our objectives include, but are not limited to:

- Progress 8 and attainment 8 scores for disadvantaged students to be in line with all other students
- Attendance rates to be 96.5% for disadvantaged students, in line with our target for all students
- Disadvantaged students arriving punctually to school
- Rates of behaviour incidents to be proportionate and minimal
- High student participation in our enrichment programme
- All students to have access to a broad curriculum and receive equitable curriculum time
- Students to finish their 11-16 education with clear and high aspirations for their future whether they complete a 16-19 programme of study at the school, or elsewhere.

This will be achieved through enacting our three-tiered pupil premium 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. Our low numbers of disadvantaged students allow us to take an individualised approach. Wider strategies will also be deployed, where necessary, including prioritised mentoring and funding for enrichment opportunities to ensure all students can enhance their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Half of all of disadvantaged students in our school are facing notable social, emotional, mental health or well-being concerns. This has been exacerbated by the pandemic.
2	Approximately half of our disadvantaged students join the school with a scaled reading score below the national average. This could impact their comprehension of, and progression through, the curriculum.
3	Attendance and punctuality figures indicate disadvantaged students are not attending school as often or as punctually as all other students and persistent absences are disproportionately higher amongst disadvantaged students.

4	Analysis of behaviour incidents from last academic year highlight a disproportionate number of both home and internal suspensions for disadvantaged students.
5	Our disadvantaged students outperform all students nationally and our progress gap is half the size of the national gap (0.7 in 2022). We continue to strive to close the progress gap (0.35 in 2022) for our disadvantaged students. The progress gap was larger in Maths (0.47 in 2022) due to the exceptionally high performance of non-disadvantaged students and the larger than national gap in KS2 data for mathematics for students joining us in year 7.

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
Disadvantaged Students to progress through the curriculum in line with all other students.	Narrowing of the disadvantaged progress gap in our school (0.35 in 2022) and attainment gap (10.58 in 2022)
Disadvantaged Students have an academic experience in line with all other students.	Broad curriculum offered High attendance (96.5%) and punctuality rates (less than 2% of attendance marks to be late) Proportionate occurrence of serious behaviour incidents (less than 4.7% of serious behaviour incidents to be attributed to disadvantaged students)
Disadvantaged Students to participate in the wider life of the school.	Participation in enrichment opportunities (100% of disadvantaged students to participate in school enrichment) Attendance on school trips (100% attendance for disadvantaged students on curriculum trips)

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: £ 17,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> • Curriculum review of all key stages • Incorporation of Functional Skills English and Maths • Overstaffing in core subjects 	<p>EEF – Reduction in class Sizes, rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>EEF – Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>EEF – Homework, rated as +5 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>	2,5
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <ul style="list-style-type: none"> • Metacognition and self-regulated learning • Closing the reading, writing and vocabulary gap • Training for Literacy Coordinator 	<p>EEF – Feedback, rated as +6 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>EEF – Homework, rated as +5 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>Mastery learning rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Metacognition and self-regulation rated as +7 in Sutton Trust/EEF</p>	All

staff from the National Handwriting Association.	Teaching and Learning Toolkit re-search review.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 26,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions to support Literacy</i></p> <ul style="list-style-type: none"> • Bedrock Vocabulary • <i>Reading fluency project with Herts for Learning</i> • <i>Literacy intervention</i> • <i>Paired reading</i> • <i>Reciprocal reading</i> 	<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 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>Phonics rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Teaching assistant interventions rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit re-search review.</p>	2,5
<p><i>Interventions to support Numeracy</i></p> <ul style="list-style-type: none"> • Paired numeracy • Maths Pad • Maths Box 	<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 re-search review.</p>	5

	<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>Teaching assistant interventions rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p>	
<p><i>Interventions to support language development</i></p> <ul style="list-style-type: none"> • Foreign Language Assistant interventions • Online EAL resources 	<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>Oral Language interventions rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Teaching assistant interventions rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p>	1,2,5
<p><i>One to one and small group tuition</i></p> <ul style="list-style-type: none"> • Maths and English tuition 	<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><i>Education support staff</i></p> <ul style="list-style-type: none"> • Inclusion managers 	<p>Mentoring rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>Metacognition and self-regulation rated as +7 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p>	All

	Parental engagement rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,090.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs (including external support) <ul style="list-style-type: none"> Aspects School counselling Inclusion Managers 	Mentoring, rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Behaviour interventions, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Meta cognition and self-regulation, rated as +7 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Social and emotional learning, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	1,3,4,5
Communicating with and supporting parents <ul style="list-style-type: none"> Inclusion Managers 	Mentoring, rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Behaviour interventions, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Meta cognition and self-regulation, rated as +7 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Social and emotional learning, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Parental engagement rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	1,3,4,5
Supporting attendance <ul style="list-style-type: none"> Inclusion Managers 	Parental engagement rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	1,3,5

	Mentoring, rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Behaviour interventions, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	
Extracurricular activities, including sports, outdoor activities, arts, culture and trips <ul style="list-style-type: none"> • Support of educational trips and visits • Partial funding of enrichment endeavours • Purchasing educational equipment 	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.	1,3,4,5
Extended school time, including summer schools <ul style="list-style-type: none"> • Funding for Year 6-7 transition summer school for disadvantaged students 	Summer schools, rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	All

Total budgeted cost: £ 61,996.81

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 2021 to 2022 academic year.

Intended outcome	Success criteria
Disadvantaged students to have an academic experience in line with all other students.	Broad curriculum offered High attendance and punctuality rates

All students had access to a broad curriculum. No students were removed from lessons to participate in interventions, these occur in form time or after school. 75% of our disadvantaged students participated in at least one intervention last academic year.

The vast majority of students, including disadvantaged students, in the school study a language.

	% of all students not studying a language	% of those students who are disadvantaged
Year 11 in 2021/2022	6.5	36.3
Current Year 11 Cohort	5.3	22.2
Current Year 10 Cohort	5.4	11.1

2021/2022 Examination Results in Languages

	French - average point score difference to median target	German - average point score difference to median target
All Students	+1.3	+1
Disadvantaged Students	+0.3	+0.1

Based on the above results, we feel confident that encouraging as many students as possible to study a language is the right decision. Whilst there is a slight progress gap caution must be taken when interpreting this data as the groups of students are very small. In both subjects, only one disadvantaged student didn't achieve their median target grade. In both subjects, one student exceeded their median grade. Therefore, the outcomes for disadvantaged students in Modern Foreign Languages are very positive.

Attendance:

	% Attendance Academic Year 2021- 2022
All Students	95.2
Disadvantaged Students	92.3

Punctuality:

	% the late code has been used
All Students	1.61
Disadvantaged Students	3.15

We have identified the attendance and punctuality rates for disadvantaged students as one of our 'challenges' within the school. The figures above have been heavily influenced by the persistent absences of two students with very challenging home circumstances. Our Inclusion Managers and Safeguarding Lead worked tirelessly to try improve these situations.

Intended outcome	Success criteria
Disadvantaged students to participate in the wider life of the school.	Participation in enrichment opportunities Attendance on school trips Low occurrence of behaviour incidents

Enrichment

We are very proud of our enrichment programme. 83% of disadvantaged students participated in enrichment during the last academic year, with 62% participating in more than one and 27% participating in more than two activities. Targeted mentoring was enacted to try and raise these already pleasing statistics. We continue to aim for 100% participation rates among disadvantaged students. In addition, all disadvantaged students are supported and encouraged to attend all curriculum trips throughout the school year.

Home Suspensions:

	% of students with one or more home suspension
All Students	4.17
Disadvantaged Students	8.06

Internal Suspensions:

	Number of students that received an internal suspension (2021-2022)
All Students	69
Disadvantaged Students	11

We have identified the occurrence of serious behaviour incidents by disadvantaged students as a 'challenge' within the school. The figures above have been heavily influenced by the behaviours of two students with very challenging home circumstances. Our Inclusion Managers and Safeguarding Lead worked tirelessly to try improve these situations.

Intended outcome	Success criteria
Disadvantaged students to make good academic progress.	88% of students attaining 4+ in one MFL GCSE 80% of students attaining 4+ En & Ma 70% of students attaining 5+ En & Ma Attainment 8 score of 50

Performance Measure	2022 Result	Target
% 4+ in MFL	60	88
% 4+ En & Ma	70	80
% 5+ En & Ma	50	70

Although we did not meet the targets we set, caution needs to be taken when interpreting these figures as the numbers of students change over the two years since targets are set as does the composition of the cohort. The data below gives a more in-depth analysis of the attainment progress of our disadvantaged students.

Attainment

Group	Students	English Element	Maths Element	Ebacc Element	Open Element	Attainment 8
All students	168	12.0	12.5	19.5	18.4	62.4
Disadvantaged students	12	10.50	10.00	15.75	15.67	51.92

Progress

Group	Students	English Element	Maths Element	Ebacc Element	Open Element	Progress 8
All students	168	-0.01	0.53	0.77	0.34	0.44
Disadvantaged students	12	-0.16	0.06	0.26	0.09	0.09

Disadvantaged Gap

	Attainment 8 all	Attainment 8 Disadvantaged	Attainment Gap	Progress 8 all	Progress 8 Disadvantaged	Progress Gap
TBSHS	62.4	51.92	10.58	0.44	0.09	0.35
National	48.7	37.5	11.2	0.15	-0.55	0.7

The above data is very pleasing. The disadvantaged gap at our school is much lower than the national gap when measuring attainment and progress. Our disadvantaged students have an attainment 8 score that is higher than the national average for all students and notably higher than all boys nationally (46.2). Disadvantaged students in our school make far more progress than disadvantaged students nationally. Our disadvantaged students also make significantly more progress than all boys nationally (-0.21). The largest progress gap for us to close, due to the exceptionally high data for non-disadvantaged students, is in Maths and this has been reflected in our challenges and activity sections.

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
How did you spend your service pupil premium allocation last academic year?	Counselling, revision materials, support with trips and visits.
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, good progress academically and return to our Sixth Form to study A Level courses.