

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) to aid our disadvantaged pupils in making good progress through the curriculum.

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 2022-2023.

School overview

Detail	Data
School name	The Bishop's Stortford High School
Number of pupils in school	865 (7-11)
Proportion (%) of pupil premium eligible pupils	6.8% (7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£50,495
Recovery premium funding allocation this academic year	£12,972
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

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

- Progress 8 scores for disadvantaged students to be in line with all other students
- Attendance rates to be 96.5% for all students
- All students arriving punctually to school
- Behaviour incidents attributed to disadvantaged students to be proportionate and minimal
- All students engaging in our enrichment programme

- All students accessing a broad curriculum and receiving equitable curriculum time
- All students to finish their 11-16 education with clear and high aspirations for their future.

This will be achieved through enacting our three-tiered pupil premium strategy which prioritises teaching and learning through the recruitment, retention and training 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 to support. 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	62% of our disadvantaged students are subject to intersectionality which heightens their vulnerability as a learner.
2	28% of our disadvantaged students are weaker readers. This will impact their progression through the curriculum.
3	Our disadvantaged students do not attend school as often, or as punctually, as all other students and persistent absences are disproportionately high amongst this group.
4	Home, and internal, suspensions are disproportionately high for disadvantaged students.
5	Our disadvantaged students outperform all students nationally but there is progress gap between disadvantaged students and all other students in our school.

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 (0.73 in 2023).
Disadvantaged students to have an academic experience in line with all other students.	Broad curriculum offered (all students to continue to be offered to study a language and not to be removed from the formal curriculum for interventions). High attendance (96.5%) and punctuality rates (less than 2% of attendance marks to be late) Proportionate occurrence of serious behaviour incidents (less than 6.8% 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: £ 18,579

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 through:</p> <ul style="list-style-type: none"> • Incorporation of Functional Skills English and Maths • Overstaffing in core subjects • Professional development dedicated to assessment and feedback • Review of all feedback policies in the school and quality assurance measures 	<ul style="list-style-type: none"> • Reduction in class Sizes, rated as +3 in Sutton Trust/EEF (Education Endowment Fund) Teaching and Learning Toolkit research review. • Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • 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. 	1,2,5
<p>Professional development on evidence-based approaches through:</p> <ul style="list-style-type: none"> • Whole staff training in closing the reading, 	<ul style="list-style-type: none"> • Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Collaborative learning approaches rated as +5 in Sutton Trust/EEF 	All

<p>writing and vocabulary gap with Alex Quigley</p> <ul style="list-style-type: none"> • Whole staff training on the needs and intersectionality faced by disadvantaged students • Training for Literacy Coordinator staff from the National Handwriting Association. • Whole staff professional development in emotional literacy through the curriculum • Training for Literacy Coordinator and Learning Support department on phonics instruction 	<p>Teaching and Learning Toolkit research review.</p> <ul style="list-style-type: none"> • 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. • Mastery learning rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Metacognition and self-regulation rated as +7 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Phonics rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Reading comprehension strategies rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support Literacy through:</p> <ul style="list-style-type: none"> • Bedrock Vocabulary • Disciplinary literacy interventions • Paired reading • Reciprocal reading 	<ul style="list-style-type: none"> • Reading comprehension strategies, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Small group tuition, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Collaborative learning approaches, rated as +5 in Sutton Trust/EEF 	<p>1,2,5</p>

<ul style="list-style-type: none"> • Phonics instruction 	<p>Teaching and Learning Toolkit research review.</p> <ul style="list-style-type: none"> • Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Peer tutoring rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Phonics rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Teaching assistant interventions rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. 	
<p>Interventions to support Numeracy through:</p> <ul style="list-style-type: none"> • Paired numeracy • Maths Pad • Maths Box • Timetables Rockstars (proposed) • Disciplinary numeracy interventions 	<ul style="list-style-type: none"> • Small group tuition, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Collaborative learning approaches, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Peer tutoring rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Teaching assistant interventions rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. 	1,5
<p>Interventions to support language development</p> <ul style="list-style-type: none"> • Foreign Language Assistant interventions • Online EAL resources 	<ul style="list-style-type: none"> • Small group tuition, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Collaborative learning approaches, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. 	1,2,5

	<ul style="list-style-type: none"> • Oral Language interventions rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Teaching assistant interventions rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. 	
<p>One to one and small group tuition</p> <ul style="list-style-type: none"> • GCSE Maths and English tuition 	<ul style="list-style-type: none"> • Small group tuition, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Collaborative learning approaches, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. 	1,2,5
<p>Education support staff</p> <ul style="list-style-type: none"> • Inclusion managers 	<ul style="list-style-type: none"> • Mentoring rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • Metacognition and self-regulation rated as +7 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. 	All

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs (including external support)</p> <ul style="list-style-type: none"> • Aspects • School counselling • Inclusion Managers 	<ul style="list-style-type: none"> • 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 	1,3,4,5

	<p>Teaching and Learning Toolkit research review.</p> <ul style="list-style-type: none"> • Social and emotional learning, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. 	
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> • Inclusion Managers 	<ul style="list-style-type: none"> • 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
<p>Supporting attendance</p> <ul style="list-style-type: none"> • Inclusion Managers 	<ul style="list-style-type: none"> • Parental engagement rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. • 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. 	1,3,4,5
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <ul style="list-style-type: none"> • Support of educational trips and visits • Where necessary, funding of 	<ul style="list-style-type: none"> • 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

enrichment endeavours <ul style="list-style-type: none"> Purchasing educational equipment 		
Extended school time, including summer schools <ul style="list-style-type: none"> Funding for Year 6-7 transition summer school for disadvantaged students 	<ul style="list-style-type: none"> Summer schools, rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review. 	All

Total budgeted cost: £ 63,467

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 2022 to 2023 academic year.

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)

	Attainment 8 all (boys)	Attainment 8 Disadvantaged (boys)	Attainment Gap	Progress 8 all (boys)	Progress 8 Disadvantaged (boys)	Progress Gap
TBSHS	59.2	40.4	18.8	+0.49	-0.24	0.73
National	43.9	32.5	11.4	-0.17	-0.71	0.54

This data is very pleasing. Although there is still more of an attainment gap than the national picture, this is due largely to the high performance of our students in general. Furthermore, the outcomes of one disadvantaged student with some very complex needs has significantly skewed the data. If that student were considered an outlier and not counted in the disadvantaged calculation, the average Progress 8 score for the other disadvantaged students would have been +0.73, which would create a very different, 'positive' gap.

Intended outcome	Success criteria
Disadvantaged students to 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 6.8% of serious behaviour incidents to be attributed to disadvantaged students)

All students continue to have access to a broad curriculum. No students were removed from lessons to participate in interventions, these occur in form time or after school. 100% of our disadvantaged students participated in at least one intervention last academic year including those to stretch the more able students.

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

Attendance:

	% Attendance Academic Year 2022-2023
All Students	94.8
Disadvantaged Students	90.3

Punctuality:

	% of sessions the late code has been used
All Students	1.9
Disadvantaged Students	4.1

We have identified the attendance and punctuality rates for disadvantaged students a challenge 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 members of the Senior Leadership team work tirelessly to try and improve these situations.

Home Suspensions:

	% of students with one or more home suspension
All Students	5.1
Disadvantaged Students	14.8

Internal Suspensions:

	% of students that received an internal suspension
All Students	7.5
Disadvantaged Students	16.3

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 members of the Senior Leadership Team work 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 (100% of disadvantaged students to participate in school enrichment) Attendance on school trips (100% attendance for disadvantaged students on curriculum trips)

Enrichment

We are very proud of our enrichment programme. 93% of disadvantaged students participated in at least one enrichment activity during the last academic year, a 10% increase on the previous academic year. 65% of disadvantaged students participate in more than one and 23% 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.

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
Timetables Rockstars	TT Rock Stars
Lexonic Leap	Lexonic

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.