

# Pupil Premium Strategy

A whole school approach 2020 – 2023



Sapere Aude

## Academy Overview

Detail	Data
<b>The Bishop of Winchester Academy</b>	
Number of pupils in school (Years 7-11)	1045
Proportion (%) of pupil premium eligible pupils	23.5%
Academic years that our current pupil premium strategy plan covers	2020-21, 2021-22, 2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Governing Body
Pupil premium lead	Fay Kirby
Governor / Trustee lead	Michelle Jacques

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year, 2022-23	£260 040
Pupil premium funding allocation last academic year, 2021-22	£252 120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year	£0
<b>Total budget for this academic year</b>	<b>£260 040</b>

## Pupil Premium Distribution by Year

For the year 2022-23, there are currently 246 students identified as disadvantaged in the academy's care. They are distributed throughout the academy as follows:

NC Year	Number on Roll	Pupil Premium		PP NA
7	209	47	22.5%	20.8%* *FSM NA 2021-22
8	211	52	24.6%	
9	202	46	22.8%	
10	210	56	26.7%	
11	213	45	21.1%	
<b>Total</b>	1045	246	23.5%	

## What is the Pupil Premium?

National statistics demonstrate that students experiencing 'financial hardship' do not make as much progress or attain as well as their peers in externally validated examinations. The Pupil Premium Grant is paid to schools for students who are: recorded as being eligible for Free School meals (FSM) in the last 6 years (Ever6), who are 'Looked After' (CLA), children Adopted From Care (AFC), children who are supported by the National Asylum Support Service (NASS) or who have a parent serving in the Armed Forces.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities (between eligible children and their peers) by ensuring that funding to tackle disadvantage reaches the students who need it most.

## Part A: Pupil Premium Strategy Plan

### Statement of intent

A student's financial circumstances should not be a barrier to mastery of knowledge and skills, good progress or attainment. At the Bishop of Winchester Academy, we will seek to:

- treat every young person's circumstances individually
- never assume 'disadvantaged students' face the same barriers or have less potential to succeed
- ensure disadvantaged students have equality of opportunity in accessing all aspects of the curriculum
- enable students in receipt of pupil premium funding to
  - feel supported
  - achieve high levels of attendance
  - know more and remember more, making good academic progress
  - attain well in externally validated examinations
  - progress on to an ambitious Post 16 provision of their choosing
- seek out new ideas, share best practice and monitor the impact of any intervention

## Challenges

Whilst the barriers outlined below are stated specifically for disadvantaged students, these barriers are often encountered by all students.

### Detail of Challenge

Disadvantaged students often

1. have lower attainment on entry and/or additional significant gaps in learning due to lack of engagement during school closure due to Covid19
2. struggle to transition well from Primary to Secondary School
3. are “from working class families, who are only familiar with the restricted code of their everyday language, (and) may find it difficult to engage with the elaborated code that is required by the learning discourse of the classroom and which those from middle class families experience in their home lives” Black and William (2018). Many will have had little opportunity to read books, newspapers and magazines, watch the news or documentaries, talk about current affairs, visit museums, art galleries, or zoos or take regular family holidays
4. have a diagnosed or undiagnosed special educational need
5. have low attendance through a lack of the necessary support systems at home (e.g. money for bus fares, access to sanitary products, absent parents due to work patterns) or responsibilities within the home environment (e.g. being a Young Carer)
6. struggle to complete homework as they have limited support at home and limited access to a conducive learning environment
7. suffer due to a lack of basic learning resources such as books or revision guides
8. have social and emotional issues resulting in low confidence and self-esteem
9. feel that nobody ‘believes’ in them or values them
10. have high aspirations for themselves but are often lacking in the knowledge and skills that are required to achieve them
11. are the first in their family to consider Post 16 education or university and have to combat low family aspirations

## Intended outcomes - Targets for disadvantaged students

Our mantra of 'high expectations, no excuses' is for all learners and we recognise that many of our disadvantaged learners will need additional support in order to reach mastery in each subject.

The intended outcomes below outline what 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
Students will know more and remember more and be able to integrate new knowledge into larger ideas	An external benchmark of this will be a higher Progress 8 measure for our disadvantaged students compared with that of disadvantaged students nationally
Attendance	Improve attendance to above the national average for disadvantaged students

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above. The strategies deployed by the academy fall into one of three headings, adapted from the approach outlined by the Educational Endowment Fund:

1. Teaching
2. Targeted Academic Support
3. Wider strategies

## 1. Teaching

**Budgeted Cost: £208 008**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>a) All staff promote an ethos of ‘high expectations - no excuses’ and ‘no opt out’ for all</p> <p>b) Ongoing curriculum work, ensures that our curriculum is ambitious and accessible for all, coherently planned and sequenced towards cumulatively sufficient knowledge and skills and is designed to give all students the knowledge and cultural capital they need to succeed in life</p> <p>c) The curriculum intent is implemented effectively by teaching staff using our ‘Map to Mastery’ lesson format</p> <p>d) Additional resources are purchased to support PP students to reach mastery such as calculators, books and kinaesthetic resources</p> <p>e) CPD, using our TPaCCCKS model, and training supports teaching staff to combine great subject knowledge with great pedagogy, appropriately applying technology and systems, cognitive science and contextual data to impact positively on student learning</p> <p>f) Individual learning needs are identified early and shared via our inclusion register.</p>	<p>According to the EEF Attainment Gap Report (2018), the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</p> <p>The intelligent use of data is essential. It is not enough to know how many students there are in receipt of the funding, they need to be individually recognised and their particular needs identified. This helps schools to avoid the assumption that all such pupils are low achieving. If a</p>	<p>1,2,3,4,5,7,8,9,10</p>	<p>£208 008</p>

<p>Teaching staff use 'red folders' to hold key contextual data and use this to inform their planning following the Assess-Plan-Do-Review approach</p> <p>g) Referral systems are in place for staff to refer students who are struggling to retain knowledge in their long-term memory for further observation and assessment</p> <p>h) The implementation of the Literacy Strategy, especially reading and oracy, and the Numeracy Strategy supports all students to master the full curriculum offer</p> <p>i) Feedback is frequent and incisive and students use this feedback effectively</p> <p>j) Classes with the highest proportion of disadvantaged students have below-average teacher-pupil ratio and additional LSA support where needed</p> <p>k) Students are supported to develop into confident, self-assured learners with an understanding of cognitive theory and the 'soft skills' needed to be successful. Particular focus is on 'Base Camp'</p> <p>l) Students Feedback meetings, Deep Dives, Lesson Visit and Book Scrutinies with Pupil Premium Students are used to quality assure student learning journeys and 'inspect what we expect'</p>	<p>disadvantaged child is achieving well, then the funding is there to help him or her achieve even more highly.</p> <p>Third Space Learning (Feb 2021)</p> <p>According to the EEF Toolkit, communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning</p>		
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## 2. Targeted academic support

**Budgeted Cost: £182 682**

Develop effective interventions to ensure that all disadvantaged students 'catch up' and 'keep up'.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Offering of one-to-one/small group intervention sessions in English, maths and science	According to the EEF Attainment Gap Report (2018), targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	1,4	£182 682
In class support from subject specialist Learning Support Assistants in English, maths and science		1,4	
The hiring of a qualified primary reading recovery specialist to assess students' needs and offer CPD to teachers; the implementation of a specialist Phonics programme and the employment of a Phonics LSA to support striving, but struggling, readers in years 7 to 9			
Additional teaching groups in Years 8 and 9 to improve teacher-student ratio (9 groups compared with 8 in year 7)		1,4	
A fixed PSHE hour introduced and additional Food technology lessons maintained to support Personal development		1	
10:10 Enrichment programme: 5 hours a week of additional support for Years 7-11 in four areas: Physical, Creative, Academic and 'Other'		3	

Investing in resources that boost a student's learning at home or in school, such as laptops, revision guides, revision resources.		6,7	
Daily Homework Club – free afterschool staffed homework support for one hours every day of the school week		6,7	

### 3. Wider strategies

**Budgeted Cost: £89 186**

These strategies aim to reduce the impact of non-academic barriers to the success of disadvantaged students within school. These barriers include attendance, behaviour, and social and emotional support. These strategies aim to help students develop resilience and independence, grow holistically, and help to prepare them to 'live life to the full'.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Fund a 2-day Transition Programme (and extra 'well-being' days for vulnerable students) to ensure a smooth transition for disadvantaged students and their families. For example, as part of this:</p> <ul style="list-style-type: none"> <li>• The annual school musical and drama production involves students from some of the feeder schools</li> <li>• The Principal and a Vice Principal support all students by: meeting individually with all Year 6 parents transitioning into Year 7; taking small groups of parents on tour (and offering extra tours and coffee mornings for the parents of EAL, PP or students with SEND)</li> <li>• Transition meetings with Feeder School teachers and students are organised</li> <li>• The academy hosts an Open Evening</li> </ul>		1,2,11	£89 186
<p>Consistent review of offered Curriculum to ensure equitable access for all students</p>		3	

<p>The 'Mentor' Programme with a focus on our: TBOWA 200 characters, 9:9 Reading for Purpose and Pleasure Programme, Numeracy and Worship</p>		<p>1, 3, 8, 9</p>
<p>Staffing of our Alternative Learning Centre (ALC), the Phoenix, BO1 and Emmaus support</p>		<p>4, 9, 10</p>
<p>Wellbeing Room relocation for school phobic and anxious students for social and emotional support as a step towards full integration into mainstream. This is staffed by a qualified ELSA.</p>	<p>Motivation is seen as one of the most important aspects that educational practitioners can target to effect engagement and thereby improve student outcomes - Classroom Goal Structure, Student Motivation, and Academic Achievement, Meece et al. (2006)</p>	<p>9</p>
<p>Qualified Counsellors to support specific student's emotional development</p>		<p>9, 10</p>
<p>ESW and Student Support Team employed to raise attendance. Weekly tracking and attendance meetings held.</p>	<p>Absence rates are higher nationally for pupils who are known to be eligible for claiming free school meals. The overall absence rate for these pupils was 7.6 per cent, compared to 4.3 for non-FSM pupils. The persistent absence rate for pupils who were eligible for FSM (23.6 per cent) was more than twice the rate for</p>	<p>5</p>

	those pupils not eligible for FSM.		
Independent, 'above and beyond' careers information and guidance		1,11	
Work experience support for Year 10 students		8,9,10	
Further Education visits and workshops		10,11	
Disadvantaged-specific progress tracking and reporting through our SEF processes		1	

**Total budgeted cost: £479 876**

## Part B: Review of outcomes in the previous academic years

### Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2019-20 and 2020-2021 but externally validated Teacher Assessed Grades (TAGs) allow us to analyse student performance as part of our Self-Evaluation cycle – see below.

The tables below detail the impact that our pupil premium activity had on pupils in 2019-20 and 2020-2021.

The table below shows the headlines for the academic year 2019-20:

<b>2019-20</b>	All Students	Non-Disadvantaged	Disadvantaged	Disadvantaged National (2019)
Attainment 8	51.76	52.8	49.0	36.7
Progress 8*	0.2	0.34	-0.19	-0.45
Basics 4+	75.4%	77.5%	69.4%	44.7%
Basics 5+	54.5%	56.5%	49.0%	24.7%

\* Progress 8 calculated using 2019 national attainment estimates

The table below shows the headlines for the academic year 2020-21:

<b>2020-21</b>	All Students	Non-Disadvantaged	Disadvantaged	Disadvantaged National (2019)
Attainment 8	47.8	50.33	39.36	36.7
Progress 8*	0.37	0.5	-0.02	-0.45
Basics 4+	72.1%	80.6%	43.8%	44.7%
Basics 5+	46.6%	52.5%	27.1%	24.7%

\* Progress 8 calculated using the 2019 national attainment estimates

The table below shows the headlines for the academic year 2021-22<sup>^</sup>:

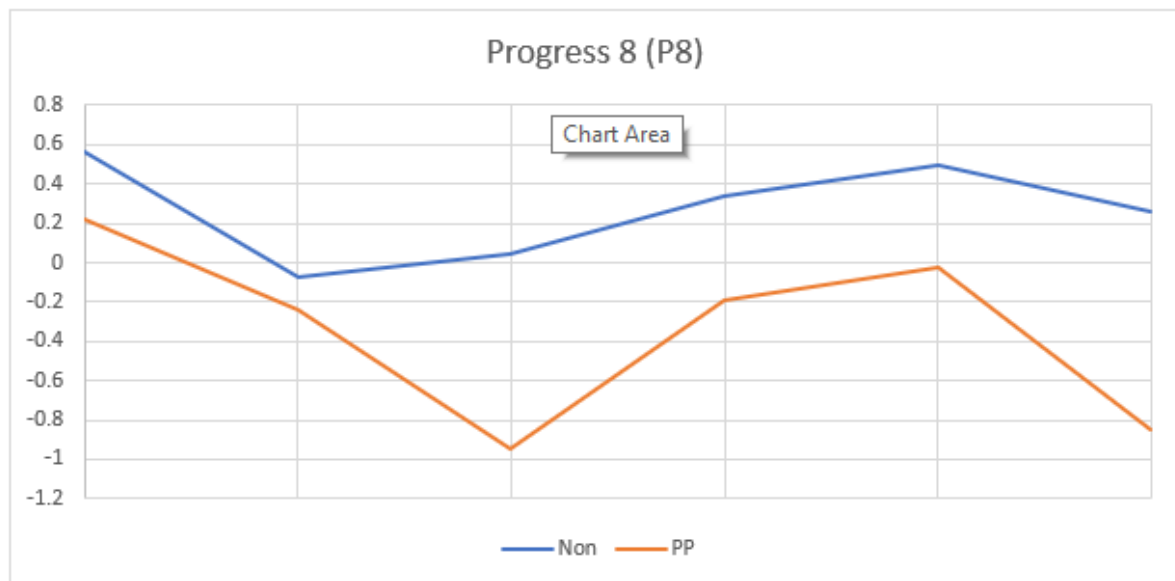
<b>2021-22</b>	All Students	Non-Disadvantaged	Disadvantaged	Disadvantaged National (2022)
Attainment 8	45.7	49.23	34.98	36.8
Progress 8*	-0.02	0.26	-0.85	-0.59
Basics 4+	65.2%	74.2%	39.2%	46.8%
Basics 5+	42.3%	51%	17.6%	28.3%

\* Progress 8 calculated using the 2022 national attainment estimates

<sup>^</sup> The data is updated to remove two students who should not have counted in our Performance Table as agreed by the DfE (June deadline missed)

The gap in P8 progress between disadvantaged students and that of disadvantaged students nationally in 2022 is -0.26. This gap was -0.5 in 2019.

### Pupil Premium v Non-Pupil Premium Progress Outcomes<sup>^</sup> from 2016 – 2022



	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	2021-22
Non	0.56	-0.07	0.04	0.34	0.5	0.26
PP	0.22	-0.24	-0.95	-0.19	-0.02	-0.85

## Attendance

### 2020-21 Attendance: Year 7-11

		Year 7	Year 8	Year 9	Year 10	Year 11	Total
Gender	M	95.6	93.1	93	91.9	79.2	90.6
	F	94.7	95.1	91.4	89.7	80.4	90.4
PP	T	91.2	91	88.9	84	72.6	85.7
	F	96.5	95.3	93.6	93.6	82.3	92.3
SEN	N	95.6	94.9	93.4	91.3	81	91.5
	K	94	87.3	84.1	90.8	77.4	85.8
	E	74.8	78.7	78.3	83.5	59	74.4
	<b>Total</b>	95.2	94.0	92.3	90.9	79.7	90.5

### 2021-22 Attendance: Year 7-11

		Year 7	Year 8	Year 9	Year 10	Year 11	Total
Gender	M	91.5	89.6	89.8	87.7	85.9	88.9
	F	91.2	89.2	87.9	86.5	80.9	87.1
PP	T	86.9	82.9	85.8	81.5	77.8	83.1
	F	92.9	91.4	90.2	88.9	85.8	89.9
SEN	N	93.1	90.3	90.1	90.3	83.9	89.4
	K	88.1	87.4	85.9	77.1	85.1	84.7
	E	79.2	80	89.2	81.6	77.5	81.1
	<b>Total</b>	91.4	89.4	88.9	87.1	83.7	88.1

## Externally provided programmes

Programme	Provider
N/A	No non-DfE programmes were purchased in the previous two academic years



## Appendix – Links and References

DfE

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

[Pupil premium: conditions of grant 2020 to 2021 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium-conditions-of-grant-2020-to-2021)

DfE Templates

<https://www.gov.uk/guidance/pupil-premium-strategy-statements#template>

EEF

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premiumguide/>