Pupil Premium Strategy

A whole school approach
2022 - 2025

Sapere Aude

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Academy Overview

Detail	Data
The Bishop of Winchester Academy	
Number of pupils in school (Years 7-11)	1048*
Proportion (%) of pupil premium eligible pupils	23.2%*
Academic years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	Lent 2025
Date on which it will be reviewed	Michaelmas 2025
Statement authorised by	Governing Body
Pupil premium lead	Fay Kirby, Vice Principal
Trustee lead	David Thompson, Chair

* January 2025

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year, 2024-25	£265,650
Pupil premium funding allocation last academic year, 2023-24	£263,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
Recovery premium funding allocation this academic year	£nil
Total budget for this academic year	£265,650

Pupil Premium Distribution by Year

For the year 2024-25, there are currently 243 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 %	PP NA %
7	208	44	21.2%	
8	214	52	24.3%	
9	213	50	23.5%	
10	211	56	26.5%	
11	202	41	20.3%	
Total	1048	243	23.2%	25.6% (FSM NA 2023-24)

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 guide

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

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	**Budgeted cost:**	**£291,419**
2. Targeted Academic Support	**Budgeted cost:**	**£171,649**
3. Wider strategies	**Budgeted cost:**	**£177,647**
	Total budgeted cost:	**£640,715**

1. Teaching

Activity	Challenge number(s) addressed	Evidence that supports this approach
a) All staff promote an ethos of 'high expectations - no excuses' and 'no opt out' for all	1 2 3 4 5 7 8 9 10	According to research by the EEF on the Attainment Gap (2018, 2022 and 2023), 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 so that "every second spent in the classroom in front of a teacher matters".
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		
c) The curriculum intent is implemented effectively by teaching staff using our 'Map to Mastery' lesson format		
d) Additional resources are used to support students to reach mastery		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 disadvantaged child is achieving well, then the funding is there to help him or her achieve even more highly. Third Space Learning (Feb 2021)
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 make a positive impact on student learning		
f) Individual learning needs are identified early through our entry screening processes and shared via our inclusion register. Teaching staff use 'red folders' to hold key contextual data and use this to inform their seating plans and planning following the Assess-Plan-Do-Review approach		
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		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
h) The implementation of the Literacy Strategy, especially reading and oracy, and the Numeracy Strategy supports all students to master the full curriculum offer		
i) Feedback is frequent and incisive and students use this feedback effectively		
j) Classes with the highest proportion of disadvantaged students have below-average teacher-pupil ratio and additional LSA support where needed		
k) Students are supported to develop the Qualities of a Bishop Student, to become confident, self-assured learners with an understanding of cognitive theory and the 'soft skills' needed to be successful. Particular focus is on 'Base Camp'		
l) Student Voice meetings, Deep Dives, Lesson Visit and book scrutiny with Pupil Premium Students are used to quality assure student learning experience and 'inspect what we expect'		
m) Student progress is analysed in regular SEF processes to identify further necessary interventions as required		

2. Targeted academic support

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

Activity	Challenge number(s) addressed	Evidence that supports this approach
Offering of one-to-one/small group intervention sessions in English and maths	1,4	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.
In class support from subject specialist Learning Support Assistants in maths	1,4	
Implementing a specialist Phonics programme, including a bespoke curriculum for students identified with gaps in literacy and/or numeracy, and the employment of a Phonics LSA to make sure students with gaps catch up and keep up.	1, 4	Recent research into the effect of disadvantage on outcomes shows that overcoming the structural constraints many young people face – including in providing access to secure places to study, learning resources and extra-curricular opportunities – is crucial to help these students close the gap between their advantaged peers (Gruijters et al, 2023).
Additional teaching groups in Years 8 and 9 to improve teacher-student ratio	1,4	
A fixed PSHE hour and additional Food Technology lessons maintained to support Personal Development.	1	
10:10 Enrichment programme: 5 sessions per week of additional support for Years 7-11 in four areas: Physical, Creative, Academic and 'Other'	3	Furthermore, according to research from UCL (Boustani, 2023) supporting young people to develop their own personal development as well as providing access to the resources can alleviate the pressure students from disadvantaged backgrounds face concerning their fear of failure and their fear of confirming negative stereotypes about their academic ability.
Investing in resources that boost a student's learning at home or in school, such as laptops, revision guides, revision resources, or support with the costs of attending essential curriculum visits.	6,7	
Daily Homework Club – free after school staffed homework support for 45 minutes daily.	6,7	
Access to enrichment opportunities such as the weekly cultural capital TBOWA figures, daily access to our library, and activities throughout the year, including during our Activities week.	3, 10	

3. Wider strategies

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	Challenge number(s) addressed	Evidence that supports this approach
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: • The annual school musical and drama production involves students from some of the feeder schools • 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) • Transition meetings with Feeder School teachers and students are organised • The academy hosts an Open Evening	1, 2, 11	
Consistent review of offered Curriculum to ensure equitable access for all students	3	
The 'Mentor' Programme with a focus on our: TBOWA characters, 9:9 Reading for Purpose and Pleasure Programme, Numeracy and Worship	1, 3, 8, 9	
Staffing of our Alternative Learning Centre (ALC), the Phoenix, BO1 and Emmaus support	4, 9, 10	
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.	9	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)
Qualified Counsellors to support specific student's emotional development	9, 10	
ESW and Student Support Team employed to raise attendance. Weekly tracking and attendance meetings held.	5	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 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	

Part B: Review of outcomes in the previous academic years
Pupil premium strategy, review of progress and outcomes

The tables below detail the impact that our pupil premium activity had on pupils in 2021-22, 2022-23 and 2023-24.

^:

2021-2022^	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 was calculated using the 2022 national attainment estimates.
^ 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 was -0.26. This gap was -0.5 in 2019 so the gap has been narrowed.

2022-2023	All Students	Non-Disadvantaged	Disadvantaged	Disadvantaged National (2023)
Attainment 8	45.3	48.2	35.9	35
Progress 8#	0.11	0.29	-0.45	-0.57
Basics 4+	60.0%	66.0%	41.0%	43.0%
Basics 5+	41.0%	47.0%	22.0%	25.0%

 # Progress 8 was calculated using the 2023 national attainment estimates.

The gap in P8 progress between disadvantaged students and that of disadvantaged students nationally in 2023 was +0.12. Disadvantaged students made more progress than disadvantaged students nationally.

2023-2024	All Students	Non-Disadvantaged	Disadvantaged	Disadvantaged National (2024)
Attainment 8	46.9	48.3	42.8	34.5
Progress 8@	0.12	0.14	0.07	-0.57
Basics 4+	69.2%	70.7%	64.8%	43.4%
Basics 5+	48.8%	50.3%	44.4%	25.8%

@ Progress 8 was calculated using the 2024 national attainment estimates.

The latest P8 progress score of +0.07, for our disadvantaged students, is not only significantly better than the national progress score of -0.57 for disadvantaged students, but also higher than the national P8 score of -0.03 for all students.

Our academy has been identified by the DfE as having particularly higher disadvantaged P8 outcomes.

The table below illustrates the progress made by non-pupil premium and pupil premium students over the last 3 academic years and demonstrates that barriers to learning are having a significant impact.

Progress 8 (P8)

	21/22	22/23	23/24
Non	0.26	0.29	0.14
PP	-0.85	-0.45	0.07
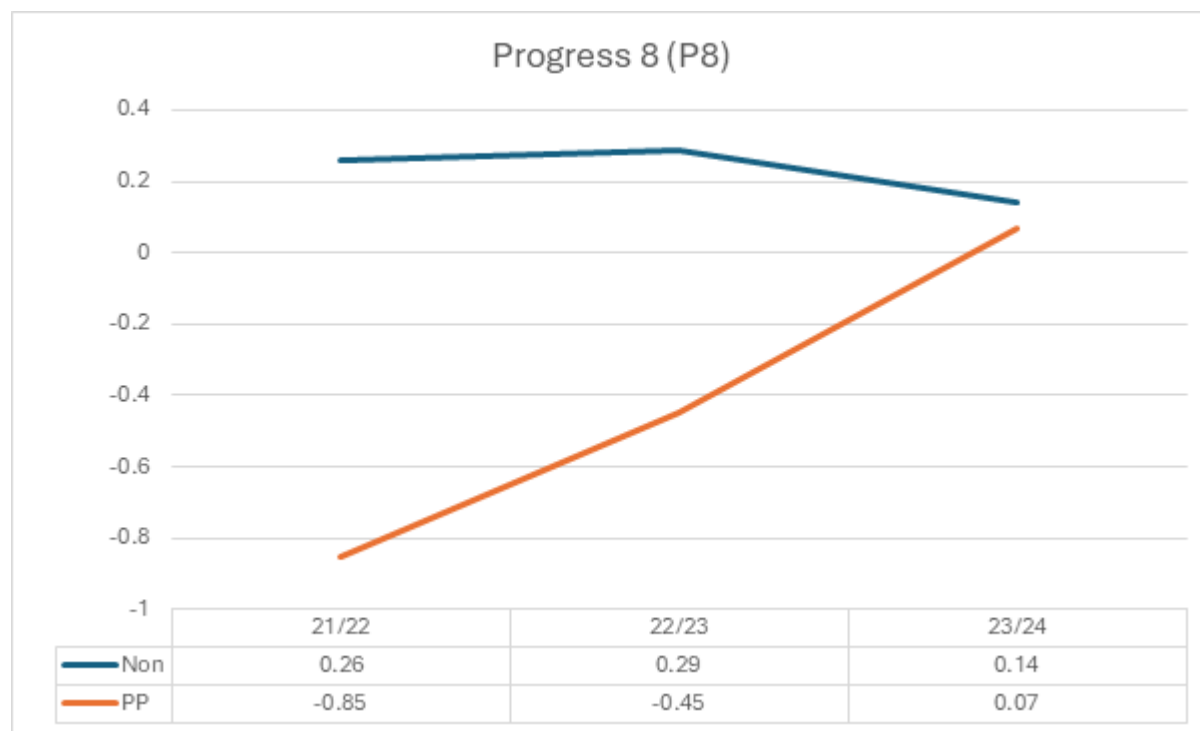
Externally provided programmes

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)

EEF

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