

Bishop Luffa School 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	Bishop Luffa School
Number of pupils in school	1508
Proportion (%) of pupil premium eligible pupils	PP pupils excluding service children 8.48% PP pupils including service children 10.54%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Jan 1st 2022
Date on which it will be reviewed	April 2022
Statement authorised by	A Hindman (Head Teacher)
Pupil premium lead	S Williams (Deputy Headteacher)
Governor / Trustee lead	M Lumley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	c £145,351
Recovery premium funding allocation this academic year	c £22,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£167,681

Part A: Pupil premium strategy plan

Statement of intent

At Bishop Luffa School we believe that every student should be happy, safe and have the opportunity to experience life in all its fullness. As part of this we want all our students to make the best academic progress that they can. However, we recognise that some students may have potential inherent disadvantages before they arrive, and over their time, here. Specifically, the Department for Education's statistics show that young people from less advantaged backgrounds begin making less progress than others from very early on in their formal education, and that this often continues throughout their primary and secondary education. In addition, students from less advantaged backgrounds tend to attend school less reliably. All schools receive extra funding to tackle this. It is called the Pupil Premium Grant.

Governors and staff at Bishop Luffa School are committed to ensuring that this gap does not open up any wider here, and that any slower previous academic progress is caught up. This would mean that measures of academic attainment by the end of Key Stage 4 are not appreciably different for our disadvantaged students, and others here. Because of previous slower progress, this could only happen if disadvantaged students make even better progress than others while they are at Bishop Luffa.

To achieve this we are putting in place a three year plan that will ensure that all students maximise their progress in lessons through high quality teaching helping them to identify student's gaps early on and adapt lessons to ensure these gaps are filled. Underpinning this we will focus on disadvantage student attendance to ensure that our students maximise the opportunity of being taught face to face by their teacher. At the heart of our strategy is a plan to ensure all students engage in life to full, including taking part in clubs, trips, service and having high aspirations. To achieve this we will look to understanding our students individual needs, identify their challenges to progress and engagement and put in place individual plans to overcome move forward.

At Bishop Luffa School we believe 'always our best, because everyone matters'. This means that on occasion we will adapt a pupil's curriculum to do what it takes to meet the needs of our most vulnerable students, remove challenges and ensure they attend, and experience success.

These are very ambitious statements. But we know that there are a very small number of schools in England that manage it and we want to be one of them.

This document sets out what we are currently doing to realise this ambition, using our Pupil Premium Grant wisely.

Challenges

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

Challenge number	Detail of challenge
1	<p>Students have gaps in knowledge and skills as a result of the pandemic. HoFs have analysed staff student projections to identify where these gaps are. Status for year groups are outlined below.</p> <p>Situation in September 2021.</p> <p>Year 7 We have inconsistent KS2 test data available Teacher assessment and transition data has been collected through the CLAWBA form. Students had a summer school experience but not a full physical transition.</p> <p>Year 8 Progress known from experience of Year 7. Progress of students with CATS scores greater than 110 is an issue in Science and English. Year 7 was disrupted by partial school closure.</p> <p>Year 9 Progress rates declined for this cohort from Spring to Summer 2021. English and Science on target rates are low and English, Maths and Science on track percentages were low. This suggests there are likely to be gaps in knowledge/skills that need addressing ahead of completing KS3.</p> <p>Year 10 Students made options choices remotely. Students did not complete assessments at the end of Year 9 these instead will be completed in the first half of the Autumn term. Preparing students for these assessments will be important ahead of target setting.</p> <p>Year 11 Students started KS4 subjects early to try to limit gaps in knowledge and enhance engagement. Learning was remote for the start of these GCSE courses. Changes for summer 2022 still to be confirmed. Yr 10 results are a cause for concern.</p>
2	<p>Disadvantaged Students in Year 11 Maths are performing less well compared to their progress across the curriculum. Current Yr 11 residual for projections made at the end of Year 10 showed a residual of -0.07.</p>

3	Disadvantaged Students in current year 10 English perform less well compared to their progress across the curriculum. At the end of Year 9 residual in English was -0.04.
4	Disadvantaged students in current Year 9 English average attainment was just below expected target grade. Average Bishop Luffa Step = 4L and target step 4D.
5	Effort for learning grades for current Year 7 and current Year 8 indicate concerns for completion of homework among some disadvantaged students. Concerns raise in 28.5% of Year 7 disadvantaged cohort, and 33% of Year 8 disadvantaged cohort.
6	Attendance for disadvantage students is below our target of 96%. This impacts students' opportunities to infill gaps in their knowledge. Our FFT attendance data shows that our overall attendance was above the national average but the attendance of FSM students was lower than non FSM attendance throughout the year.
7	A very small minority of vulnerable students have significant need and require their curriculum to be adapted to meet their needs to enable them to engage with and/or remain in education.
8	Students are coming to BL with an increased level of need. Early identification enables us to settle students quickly and maximise progress. It also enables us to confirm the need.
9	Students have lost out in time to develop confidence in social interactions. For example we have noted a social immaturity amongst current Year 8 after their return from the pandemic. We believe this was due to the need for Year group to maintain separation during the previous academic year. Younger students have not had the role models of older students around them. We need to support their social emotional development.
10	55% of the PP cohort have accessed pastoral support since September 2021. Some of this support is linked to issues from lock down and mental wellbeing.

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 have ambitious targets and make progress which exceed FFTD Type 20 predictions	Progress 8 > +0.77. Attainment 8 >47.15 (FFTD targets)
Disadvantaged students' attendance to meet or exceed school attendance target	Attendance > 96%
Hard to reach disadvantaged students to have the opportunity to enjoy life in all its fullness and progress onto meaningful courses post 16.	Disadvantaged Neets = 0 Disadvantaged FTEX = 0 Disadvantaged PEX = 0
Disadvantaged students will engage in extracurricular clubs and activities to support their mental well-being.	>80% PP students will engage with an extra-curricular club over the academic year.
Enable more disadvantaged students to complete the EBacc	Disadvantaged student entry into EBacc to exceed 70%

EEF Guide to supporting school planning (2020-21) – Tiered model Bishop Luffa School

1 Teaching

- Implement Map Master Move Forward to ensure high quality teaching.
- Develop adaptive teaching to help PP students engage with learning and succeed. (Master)
- Support implementation of Map Master Move Forward with CPD ensuring all staff understand the pedagogy including the use of voluntary CPD.
- Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate acquisition of knowledge. Low stakes assessment used to identify gaps in student knowledge (Map)
- Development of walk through by Heads of Faculty and Coaching team, to identify and share good practice and areas for pedagogy development.
- Development of alternative curriculum pathways to enable all students to succeed. (Master and Move forward)
- Target English CPD training to small group tutors to ensure students' progress is maximised.



2 Targeted academic support

- Develop Pastoral support for student wellbeing
- Use of NTP and Internal tutors to help student's Master knowledge and fill gaps.
- Wild Reader initiative to help reluctant readers engage with reading.

3

- Ensure PP students engage with extra-curricular activities, trips, service and aspirational experiences.
- Ensure PP students have access to laptops so they can engage with on line home learning.
- Support students completion of homework
- Develop sixth form mentors as role models to help embed learning skills.

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

Budgeted cost: £ 51K

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Implementation of Map Master Move Forward to underpin high quality teaching.</p> <p>In particular we will focus on embedding low stakes assessment to will help teaching staff identify gaps in disadvantaged students' knowledge and skills and implement strategies to infill these gaps.</p>	<p>EEF suggests +5 months impact based if lessons are high quality. This follows the EEF tiered approach. This builds on the research and development by the coaching team based on Rosenshine's principles of instruction.</p>	<p>Challenge number 1 , 2 ,3 and 4</p>	<p>Costed in</p>
<p>Embed adaptive learning across all teaching staff, to ensure that all disadvantaged students are able to engage and be challenged in their learning.</p>	<p>EEF suggests +5 months impact based if lessons are high quality. This follows the EEF tiered approach.</p>	<p>Challenge number 1 , 2 ,3 and 4</p>	<p>Costed in</p>
<p>Development and deployment of coaching team to create feedback and intervention loop to quality assure and embed high quality teaching across the curriculum.</p>	<p>EEF suggests +6 months impact based if lessons are high quality. This follows the EEF tiered approach.</p>	<p>Challenge number 1 , 2 ,3 and 4</p>	<p>Costed in</p>

<p>Develop an alternative provision pathways for KS3 and KS4 that enables us to meet the needs of students in challenging circumstances and with acute well-being needs, developing their confidence and resilience and giving them the skills to enable them to succeed and live life to the full. We will work with outside agencies to support some of these students, for example social care. We aim to reduce use of external exclusion for disadvantaged students to 0.</p>	<p>DFE research on alternative curriculum identified that taking a consistent approach to managing behaviour was a key characteristic of schools that were less likely to exclude or refer students to alternative provision. Some of these schools had developed effective strategies designed to manage behaviour including: offering alternative curricula, modelling positive behaviour, reward programmes, de-escalation techniques, mentoring and pupils code of conduct agreements. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf</p> <p>EEF shows behaviour interventions lead to 4 months progress.</p> <p>We have been part of a pilot with the Russel Martin foundation that enabled one of our most vulnerable student to remain on role and reengage with education.</p>	<p>Challenge 6 ,7, and 8 (An adapted curriculum will help to improve attendance for those vulnerable to school refusal.)</p>	<p>£48K</p>
<p>We will give targeted CPD training to support the teaching of English to our small group tutors so that we maximise the progress of vulnerable students in these groups.</p>	<p>EEF shows that effective small group work can add +4 months progress to students in these groups.</p>	<p>Challenge 7</p>	<p>£3K</p>

Targeted academic support

Budgeted cost: £ 58K

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
PP champions will track progress of disadvantaged students and look to identify causation of students not making expected progress.	Current Yr 11 Sistra progress projecting positive, showing this approach over time is having impact. PP champions interventions will be informed by use of, progress and effort data, CLAWBA information, work scrutiny, teacher review, learning walks and student voice.	Challenge 1, 2, 3 and 4. (Where students feel more confident in their lessons, attendance will improve)	10K
Support Faculty Coach in-lesson observation of the student to identify causation.	Student voice indicates student's value support from the PP champions. Student progress in current Year 11 has been supported using this technique. Progress of current Year disadvantaged cohort is above that of non-disadvantaged cohort.	Challenge 1, 2, 3 and 4.	Costed in
English and Maths targeted interventions using the National Tutoring Programme to help infill identified gaps, and stretch the more able. Where PP students do not engage effectively with external tutors, internal tutoring will be offered.	EEF research suggests one to one tuition has 5 months of impact.	Challenge 1, 2 and 3. Where students feel more confident, attendance will improve.	20K
Short term employment of highly skilled mentor to work with potential Neets in KS4 and support their reengagement with education post pandemic.	EEF research suggest mentoring can add 2 months of progress. Small trial has seen disadvantaged student engaged well and made progress with engaging in lessons.	Challenge 1, 2 and 3.	3k

We will provide additional groups within the English and Maths KS3 curriculum to support disadvantaged students. Some of these students will have compounded need.	EEF research suggests that small group tuition adds +2 months to student progress.	Challenge 4.	25k
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Wider strategies

Budgeted cost: £59K

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>We will develop enrichment opportunities to support the mental health of disadvantaged students and develop aspiration. Enabling access to cultural capital opportunities,</p> <p>We will ensure disadvantage students have access to arts tuition and resources. Tracking of student involvement to identify those who are not involved.</p>	National Centre Social Research, Newcastle University and ASK Research - The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. BBC April 20 2016	Challenge 9 & 10. Progress Challenge 1 & 2.	41k

<p>We will establish a homework club targeted at disadvantaged students to aid those who find completing homework challenging. We will ensure this is an engaging environment which helps to develop students' independence.</p>	<p>EEF research suggests that where students complete effective homework this has +5 months impact on a student.</p>	<p>Challenge 5</p>	<p>8k</p>
<p>We will run the Wild Readers trip to support reluctant readers in Yr 7 PP cohort to engage reluctant readers with reading.</p>	<p>EEF research suggests reading interventions add significant progress.</p>	<p>Challenge 1</p>	<p>Costed in</p>
<p>We will track service pupil children as a specific cohort to identify when parents are being deployed.</p> <p>We will conduct student voice interviews to identify if their needs that we need to meet.</p> <p>We will track their attendance to clubs to develop their social interaction.</p> <p>We will look to join the service children in state school network SCISS to</p>	<p>The Royal British Legion highlights the need for emotional support for service pupil children when their parent is deployed or in action.</p> <p>https://storage.rblcdn.co.uk/sitefinity/docs/default-source/campaigns-policy-and-research/supporting_service_children_in_england_18.pdf?sfvrsn=ce83883b_2</p>	<p>Challenge 1, 9 and 10.</p>	<p>Costed in.</p>

develop our practice in this area.			
We will develop the training of staff to support needs such as autism and ADHD so that we enhance the skills set of our staff. We will target staff at main school and Bishop Luffa Launchpad.	EEF research suggest that where TA intervention is effective this can add +4 months impact on students' progress.	Challenge 7	Costed in
We will look to run a Summer school for identified students transferring from Year 6 into 7 to enable us to identify need and support transition. This will help students to settle faster and increase their progress in the Autumn term.	EEF research suggest effective summer schools adds +4 months impact on students' progress. We note that the Summer school for August 21 helped students to settle quickly especially where they had not access to transition events in the summer term.	Challenge 9 and 10	10K
We will look to train and allocate sixth form student mentors to support students struggling with routines, and to help them settle and develop effective learning strategies.	EEF research suggest that effective mentoring adds +2 months impact on student progress.	Challenge 1 and 2.	Costed in

Total budgeted cost: £168K

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.

Aim	Outcome
Disadvantaged students to make better progress than non-disadvantaged peers in BL in order to close the attainment gap.	<p>Yr. 11 Disadvantaged leavers CAG/TAG Attainment A8 43.85 Target 46.57 FFT 20 Yr. 11 Disadvantaged Current Projections Attainment A8 49.15 Target 47.15 FFT 20</p> <p>During the pandemic all PP students were given laptops so they could engage with lockdown work. PP students not engaging with work were invited to attend Key Worker School. Parents were contacted to seek their support in helping their child to engage.</p> <p>PP Champions used and adapted a range of strategies to engage a small number of hard to reach students including use of NTP mentors offered, and repeatedly offered to students who would not engage with NTP. In house tutoring offered to those students who would work with a known tutor but not an NTP tutor.</p> <p>Conclusion: strategies are having impact in current Year 11 where they have been embedded longer. Case studies for Yr 11 leavers available.</p>
Improve progress of higher attaining pupils eligible for pupil premium	<p>Not achieved Yr 11 Disadvantaged higher ability leavers with KS2 prior score over 100: (16 Students) A8 attainment 51.34. Target 55.8 FFT 20.</p> <p>Revision sessions offered before internal assessments.</p> <p>On line revision resources provided, access to revision sessions and NTP tutoring.</p> <p>Conclusion: Students engaged well with online learning during second lock down and with on-line and physical revision sessions offered in the spring term 2021.</p>
Attendance of students eligible for PP to meet or exceed 92.5%	<p>Disadvantage students Yr 7 -13</p> <p>2019-2020 87.34% 2020-2021 89.01%</p> <p>Although below our target, this improvement from 2019-2020 to 2020-2021 was partly due to targeted work from the pastoral support team.</p>

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

Programme	Provider
National Tutoring Programme	Randstad Education.
Wild Readers Activity Camp	Christian Youth Enterprise.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Revision materials brought for students. Revision sessions offered. NTP/In house tutoring offered where required. Support from PP Champions.
What was the impact of that spending on service pupil premium eligible pupils?	Yr. 11 Service pupil leaver CAG/TAG (1) Attainment A8 49.00 Target 43.00 FFT 20 Current Yr. 11 Service pupil Projections (9) Attainment A8 62.17 Target 60.44 FFT 20

Further information

We are looking to develop targeted trips to raise aspirations and develop the resilience of disadvantaged students. The trips will use organisations like the Small Piece Trust and the Morning Star Sailing Trust to challenge and engage disadvantaged students.

We use PP funding to support a range of personal need for students, including music lessons, mental health therapy, respite breaks on activity camps so that barriers to moving forward can be overcome without delay.