

# Pupil Premium Strategy Statement –Bishop Luffa School



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1583
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers.	2024-2027
Date this statement was published	
Date on which it will be reviewed	September 2027
Statement authorised by	Mr A Hindman (Head Teacher)
Pupil premium lead	Mr S White (Deputy Headteacher)
Governor / Trustee lead	Nigel Hoggarth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186802
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£186802

## Part A: Pupil Premium Strategy Plan

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 adaptive teaching, which identifies student's knowledge and skill gaps early on; promotes long term retention of knowledge and development of skills. Good attendance is a fundamental driver of academic success and as such is a key focus of this strategy. At the heart of our strategy is a plan to ensure all students engage in school life to the full, including taking part in clubs, trips, service and having high aspirations. To achieve this, we will look to understand students' individual needs, identify challenges to progression and engagement and put in place personalised plans to overcome these, allowing students to move forward.

At Bishop Luffa School we believe 'always our best, because everyone matters'. This means that we explore a wide range of options to identify how best to meet the needs of our most vulnerable students, remove challenges, 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 through our Pupil Premium Grant.

## Statement of Intent

### Challenges

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

Challenge number	Detail of challenge
1	Attendance. Internal analysis shows that average GCSE attainment declines rapidly with reduced attendance. Our monitoring of attendance continues to show that PP students attendance remains below non PP. The reasons for this are complex and varied as a result usually require bespoke intervention to improve student attendance.
2	Some PP students have not as fully developed the prior knowledge and skills required to make the same progress as their non PP peers.
3	Raising the aspiration of some PP students leading to increased engagement and attainment.
4	Ensure at least equal access to resources and expertise to effectively support learning outside of the classroom.
5	Some PP students need to develop a <a href="#">greater sense of belonging within the school community</a> and feel confident to participate in all that the school offers.

### 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
There is no noticeable difference in the performance of PP and non PP students by the end of KS4.	The gap between P8 and attainment 8 scores for PP and non PP students closes at KS4. For KS3 the gap between PP and non PP students step attainment and progress towards target closes. In 2025 and 2026 where there is no P8 data, progress towards externally set targets will be measured.
Disadvantaged students' attendance to meet or exceed school attendance target	Increase in attendance reaching school target of > 96%
Disadvantaged students take advantage of opportunities to experience life in all its fullness and progress onto meaningful courses post 16.	Disadvantaged Neets = 0 Disadvantaged PEX = 0
PP students increasingly engage in extracurricular activities to support mental wellbeing and enjoyment of school.	There is no noticeable difference in engagement rates with extra curricular activities between PP and non PP students.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 111802

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>A continued focus in staff CPD on adaptive teaching and metacognition and self regulation to support student progress.</b>	<p><a href="#">What is meant by the term adaptive teaching ?</a></p> <p>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (<a href="#">EEF Blog</a>).</p> <p><a href="#">What is meant by Metacognition and self regulation?</a></p> <p>By continuing to embed many of the recommendations from the EEF guidance document we hope to close attainment gaps.</p>	1,2,3
<b>A TLR holder with responsibility for PP students in post to champion their needs with staff and facilitate support.</b>	<p>The delivery of the PP strategy requires a considerable time commitment to plan, implement, monitor, and sustain an effective strategy. By appointing someone with the skills, knowledge and attributes to effectively do this we maximising the chances of the strategy having a greater impact. (<a href="#">EEF PP strategy</a>)</p>	1-4
<b>Continue to develop a range of CPD opportunities, interventions and strategies to improve staff awareness of barriers to learning and how to improve students literacy.</b>	<p>Working in collaboration with Literacy Coach, continue to develop a range of CPD opportunities, interventions and strategies to improve staff awareness of barriers to learning and how to improve students literacy.</p> <p>Improving literacy is seen as one of the key areas to improve student outcomes in all subjects. EEF Secondary literacy guidance report:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>EEF Blog developing whole class reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-improving-whole-class-">https://educationendowmentfoundation.org.uk/news/eef-blog-improving-whole-class-</a></p>	2,3,4

	<a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">reading-in-the-secondary-classroom?utm_source=/news/eef-blog-improving-whole-class-reading-in-the-secondary-classroom&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=literacy</a>  and links to page 130-1 of the Gov Reading Framework: <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>	
<b>Develop an effective whole school numeracy strategy to improve outcomes for PP students.</b>		2,3,4
<b>Further develop effective feedback mechanisms through ongoing CPD which provide clear actionable activities and provide explicit teaching on the use of metacognition and self regulation.</b>	<a href="#">Effective feedback</a> is shown to have +6 months impact on progress and there is evidence to suggest that explicit teaching of <a href="#">metacognition and self-regulation</a> allows disadvantaged and lower performing students to make more progress.	2,3,4
<b>Explore and develop the use of new technology in particular AI to adapt resources and lessons to meet student needs and produce bespoke intervention activities that allow previous gaps in subject knowledge to be addressed.</b>	<a href="#">The EEF guidance on the use of Technology identifies</a> that Technology use needs to be carefully considered and focus on improving teaching and learning. But effective use of modelling applications, interactive whiteboards, platforms that facilitate ‘flipped learning’, provide regular low stakes assessment, allow students to practice new skills and knowledge and even provide more effective feedback and assessment can all have an impact on outcomes.	2,4

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 24000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional groups within the English and Maths KS3 curriculum to support disadvantaged students.	<a href="#">EEF research</a> suggests that small group tuition adds +2 months to student progress.	1,3
The PP co-ordinator will track progress of disadvantaged students and look to identify causation of students not making expected progress and arrange subject specialist tutoring.	<a href="#">1:1 (+5 months)</a> and <a href="#">small group (+4 Months)</a> intervention is shown to have a positive impact on student outcomes. 1:1 interventions require greater resourcing than small groups, so where possible we will look to use small group intervention to maximise the impact of resources (staff and funding) on progress.	1-4
Train and allocate sixth form student mentors to support students below target, and to help them settle and develop effective learning strategies.	<a href="#">EEF research suggest</a> that effective mentoring adds +2 months impact on student progress.	1,2,3
Provide EAL lessons with EAL specialist teacher	<a href="#">EEF research</a> suggests up to 6 months of increased progress	1,2,3
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.	<a href="#">EEF research suggests</a> up to 5 months of increased progress	4
Establish and implement Bedrock literacy intervention	<a href="#">EEF research suggests</a> up to 6 months of increased progress	1,2,3

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer a weekly breakfast club provision to students	There is evidence of a similar initiative 'Magic Breakfast' having +2 months impact for disadvantaged students progress in reading writing and maths.	1,2,4
Support peripatetic music lessons	<a href="#">EEF research suggests</a> up to 3 months of increased progress	4,5
Provide free access to all curriculum trips and support up to 30% of the cost of extra curricular trips.	<a href="#">Social and emotional learning</a> is shown to have 4 months of progress on students.	1,4,5
Support with Uniform and transport costs to school where necessary	Whilst evidence for the <a href="#">impact of uniform on progress</a> is unclear, there is very strong evidence that attendance is key to students making progress. By providing transport costs where they are proving a barrier to school attendance, we are providing students with the opportunity to learn.	1,2,5
Provide access to a range of support services based on need (e.g. Counselling, Chicken club, Forest school, 1:1 pastoral support etc)	<a href="#">Social and emotional learning</a> is shown to have 4 months of progress on students.	1,2,3,5
Increased parental engagement	There are a range of approaches and programmes that can be used to involve parents more in their child's learning. <a href="#">These are shown to have +4 months impact on progress.</a>	4
Develop and enhance Social and emotional learning opportunities within our curriculum to enable students to engage more effectively in learning opportunities.	The EEF identifies that <a href="#">targeted Social and Emotional learning</a> in addition to whole school and whole class approaches are sometimes needed to support students to learn effectively. This has +5 months progress impact in secondary schools settings.	1,2,5

Total budgeted cost: £ 186802

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
<b>Disadvantaged students to make better progress than non-disadvantaged peers at BL in order to close the attainment gap.</b>	<p>2023 P8 for PP students -0.17 A8 39.10 National P8 -0.57 2024 P8 for PP students -0.18 A8 34.45 National P8 -0.57</p> <p>For both 2023 and 2024 pupil premium students made more progress at BL than the national average. The ambition for progress rates of PP students to exceed non PP students is ambitious and correct. Whilst our students have made more progress than the national average their progress remains below 0. As the cohort the impact of each individual has a significant impact on progress overall.</p>
<b>Improve progress of higher attaining pupils eligible for pupil premium</b>	<p>2023 P8 for high ability band PP students +0.04 2024 P8 for high ability band PP students N/A</p> <p>In 2024 there were no students categorised and upper ability by the DFE on prior attainment. In 2023 there were 2 students categorised in this band and they exceeded the national average progress rate.</p>
<b>Attendance of students eligible for PP to meet or exceed 92.5%</b>	<p>Disadvantaged students Yr 7 -11 2023 86.5% national 85.9% Attendance below target but above or equal to national in years 7-10. Non Disadvantaged attendance 93.5% Disadvantaged attendance yr7-11 2024 88.2% National 85.4%. Attendance below target but above national in all years. Non Disadvantaged attendance 93.6% Attendance has a significant impact on attainment and progress. Disadvantaged students attendance remains below non disadvantaged students but above national and has increased from 2023 to 2024.</p>



## Further information

The school is able to offer to some students access to the Bishop Luffa Launchpad provision. This is not directly funded by PP resources however PP resources are used to support access to and interventions within this provision. You can find out more about Bishop Luffa Launchpad [here](#).