

# Pupil premium strategy statement

## School overview

Metric	Data
School name	The Bemrose School
Pupils in school	1270
Proportion of disadvantaged pupils	Sept 2020 40.3% [Primary 26.4%; Secondary 45.0%]
Pupil premium allocation this academic year	£516,164 - Central PP budget £446,164 - Pupil Premium intervention staffing from area development bids £50,000 - PP area development bids £20,000
Academic year or years covered by statement	Year 1-11
Publish date	April 2020
Review date	April 2021 (updated Sept 2020)
Statement authorised by	Neil Wilkinson
Pupil premium leads	Caroline Spalding, James Dachtler, Chloe Woodhouse
Governor lead	Linda Dawson, Martin Jones

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Reading	10% [2019]; 57% [2020]
Writing	40% [2019]; 64% [2020]
Maths	30% [2019]; 50% [2020]
Meeting expected standard at KS2 (combined)	16% [2019]; 50% [2020]
Achieving high standard at KS2 (combined)	0% [2019]; 0% [2020]
Progress 8	-0.53 [2018]; -0.32 [2019]; -0.35 [2020]
Ebacc entry	7% [2019] 2% [2020]
Attainment 8	27.42 [2019] 28.34 [2020]
Percentage of Grade 5+ in English and maths	8% [2019] 13% [2020]

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	13%
Progress 8	-0.3

## Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
KS2 progress in Reading	KS2 progress in reading is 0 or better	July 2021
KS2 progress in Writing	KS2 progress in writing is above 0	July 2021
KS2 progress in Mathematics	KS2 progress in writing is above 0	July 2021
KS1 Phonics	70% of Year 1 pupils meet the national Phonics Standard	July 2021
KS4 Progress 8	To close the gap for disadvantaged pupils to less than 0.4	September 2021
KS4 Attainment 8	The gap is less than 4 points and A8 is above 34.5 points for all pupils	September 2021
Percentage of GCSE Grade 5+ in English and maths	Percentage of Grade 5+ English and Maths is at or above 15%	September 2021
KS4 EBacc entry	All pupils have access to an EBacc curriculum. All pupils are on the best pathway for their individual needs.	September 2021
Whole School Attendance	The attendance of disadvantaged pupils is within 2% of the school	July 2021

## Teaching priorities for current academic year

Potential learning needs these priorities address	<ul style="list-style-type: none"> <li>- Varied starting points and high mobility that have resulted in gaps in learning</li> <li>- Material barriers to curriculum access e.g. cost of food ingredients or music tuition</li> <li>- Underachievement in terms of progress in last phase of learning</li> <li>- Lower initial starting points in literacy and numeracy</li> <li>- Reduced access to ICT and online learning at home</li> </ul>
Projected spending	<p><b>Central PP budget £212,972</b> (48% of spend)</p> <p>Small class staffing £27,000  Off-site curriculum provision £30,000  Night school curriculum provision** £34,282  Lesson 6 extended school day* £21,525  Music tuition £3,421  Pupil Premium Leads* £28,111  Pupil Progress Leads* £12,274  HLTA English* £7,991  HLTA Maths £7,991  Literacy TA* £5,302  Phonics TA* £7,062  Literacy Support** £19,811  SISRA and Comms £8,200</p> <p><b>Approved PP area development bids £10,820</b> (53% of spend)</p>

Measure	Activity
<p><b>PP SIP priority 1</b>  <b>EEF tiered approach – 1.</b>  <b>Teaching</b></p> <p>Ensure that the academic and vocational curriculum, and teaching, learning and assessment, equip disadvantaged pupils with the literacy, skills and knowledge needed to make good progress so that they have the best opportunity for success in their next phase of education, employment or training</p>	<p>1.1 Ensure the curriculum model caters for all starting points and meets the needs of all dis. pupils (<i>Outcomes 1.1, 1.3, 1.5; B&amp;A 1.4</i>)</p> <p>1.1.1 Ensure all pupils have access to the full curriculum by removing material barriers (<i>Creatives 1.2.1 and 1.2.2</i>)</p> <p>1.1.2 Create access to an extended school day through the development of Lesson 6 provision in the secondary phase (<i>PPL 1.7</i>)</p> <p>1.2 Ensure that the 3-19 curriculum is well sequenced and resourced to drive deep learning and tackle disadvantage by ensuring all pupils can access all learning goals (<i>T&amp;L 1.1, Outcomes 1.1, 1.2, 1.5, Primary 3.3</i>)</p> <p>1.3 Ensure that high impact teaching strategies and signposted activities are used to stretch and challenge all dis. students, in particular HPA students. (<i>T&amp;L 3.3, Outcomes 1.1/3.5</i>)</p> <p>1.4 Learners' literacy levels are assessed and interventions actioned, tracked and evaluated (<i>T&amp;L 1.7, Lit 1.1, Science 2.2</i>)</p> <p>1.5 Ensure that reading (including fluency) and vocabulary acquisition are key priorities for dis. students (<i>T&amp;L 2.3, 2.4, EYFS 1.3, 1.6, 3.2, Primary 2.2 and 2.4</i>)</p> <p>1.6 Ensure home learning is effectively deployed so that all pupils have access to high quality provision (<i>T&amp;L 1.7, Maths 3.8 and 3.9</i>)</p>

## Targeted academic support for current academic year

Potential learning needs these priorities address	<ul style="list-style-type: none"> <li>- Varied starting points and high mobility that have resulted in gaps in learning</li> <li>- Underachievement in terms of progress in last phase of learning</li> <li>- Lower initial starting points in literacy and numeracy</li> </ul>
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	<ul style="list-style-type: none"> <li>- Reduced access to ICT and online learning at home</li> <li>- Material barriers to revision materials and materials to support home learning</li> </ul>
Projected spending	<p><b>Central PP budget £121,619 (27% of spend)</b></p> <p>Inclusion Support** £97,111 Inclusion Lead** £24,508</p> <p><b>Pupil Premium intervention staffing from area development bids £50,000</b></p> <ul style="list-style-type: none"> <li>- Primary catch-up intervention £25,000</li> <li>- Secondary catch-up intervention £25,000</li> </ul> <p><b>Approved area PP bids £2437 (12% of spend)</b></p>

Measure	Activity
<p><b>PP SIP priority 2</b> <b>EEF tiered approach – 2.</b> <b>Targeted academic support</b></p> <p>Ensure that Pupil Premium funding is managed and allocated effectively so that it supports strategies which have a positive impact on removing barriers to achievement for disadvantaged pupils</p>	<p>2.2 Ensure staff are held to account for the progress of dis. pupils and that there is a consistent focus on diminishing differences in achievement. (<i>Outcomes 3.1, 3.6, Leadership 1.5, 1.8</i>)</p> <p>2.4 Ensure systems are in place to provide rapid and tailored interventions for dis. pupils to ensure they make good or better progress. (<i>Outcomes 3.3</i>)</p> <p>2.4.1 Ensure interventions for dis. pupils are well-resourced so that all pupils have access to high-quality learning and revision materials (<i>Primary 1.2, English 1.1, IT 2.2, Maths 1.7, PE 1.5, and Science 3.9</i>)</p> <p>2.5 Evaluate the impact of interventions to ensure dis. pupils transition to next point of their learning successfully and make the necessary progress. (<i>Outcomes 3.4, Leadership 1.10</i>)</p> <p>2.5.1 Ensure interventions with proven impact are well-supported so that they are sustainable (<i>PPL 1.3.11</i>)</p>

### Wider strategies for current academic year

Potential needs these priorities address	<ul style="list-style-type: none"> <li>- Differing national and cultural expectations around attendance</li> <li>- Material barriers to attendance</li> <li>- The need to develop healthy choices for life</li> <li>- Challenges related to successful transition to next stages of education, employment, and training</li> <li>- Family and employment commitments that make it difficult for parents to engage with the school</li> <li>- Reduced access to the cultural capital required to thrive</li> </ul>
Projected spending	<p><b>Central PP budget £111,572 (25% of spend)</b></p> <p>CEIAG £10,000 Heads of House £67,872 Duke of Edinburgh £25,000 Rewards £7,500</p> <p><b>Approved area PP bids £6,600 (35% of spend)</b></p>

Measure	Activity
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<p><b>PP SIP priority 3</b> <b>EEF tiered approach – 3.</b> <b>Wider strategies</b></p> <p>To ensure that the pastoral curriculum and pastoral leadership, as well as wider school culture, enables disadvantaged pupils to thrive during their time at the school and beyond.</p>	<p>3.1 Promote a positive and respectful school culture in which dis. pupils thrive by developing relationships between staff and pupils <i>(B&amp;A 1.1)</i></p> <p>3.2 Improve the attendance of dis. pupils so that it is above the national average (national average 95.3%, Primary 96%, Secondary 94.5%, WROM pupils 87.4%, Y11 94.5%) <i>(B&amp;A 2.1, 2.2, 2.3)</i></p> <p>3.2.1 Secure a positive start to the school day for dis. pupils through continued Breakfast Club provision <i>(B&amp;A 1.2.2, Primary 5.9)</i></p> <p>3.2.2 Ensure that material barriers to attendance are removed e.g. PE kit, ability to pay for school trips <i>(PE 2.1)</i></p> <p>3.3 Reduce the persistent absence of dis. pupils to 10.9% or below <i>(B&amp;A 2.4)</i></p> <p>3.4 Improve the punctuality to school of dis. pupils <i>(B&amp;A 2.5)</i></p> <p>3.5 Ensure the tutor time curriculum supports dis. pupils to secure the knowledge and skills necessary for future learning or employment. <i>(Outcomes 1.4)</i></p> <p>3.6 Promote Careers Education across the school so that all dis. pupils have a broad knowledge of the education, employment, and training available to them at post-16 <i>(PD 1.4)</i></p> <p>3.7 Continue to promote parental involvement in school life <i>(PD 1.5)</i></p> <p>3.8 Develop opportunities for dis. pupils to express 'student voice' <i>(PD 1.7)</i></p>
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## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Need for year group bubbles to be maintained during Lesson 6 provision</p> <p>New staff</p> <p>High pupil mobility</p> <p>Responding to national and local school closures</p>	<p>Pupils to remain in identified zones with staff deployed to one year group/area</p> <p>Staff induction to include information around school intake, strategies and wider evidence of effective strategies to close the achievement gap</p> <p>Robust admissions process to ensure all pupils swiftly access suitable curriculum pathway for their needs. Relentless focus on high quality teaching for all, including school QA processes and CPL programme for all teachers.</p> <p>School guidance in place for home learning in the event of school closure. Named LT leads to oversee school strategy for the setting and monitoring of pupil home learning.</p>
Targeted support	<p>Use of learning resources by pupils needs to be monitored and evaluated</p> <p>Lag for funding streams e.g. DfE laptop provision, National Tutoring Service</p> <p>Reduced rooming for targeted interventions due to year group zones</p>	<p>Area LT links to monitor initiatives via the area improvement plans. Evaluation to feed into Pupil Premium improvement plan reviews.</p> <p>Robust school improvement planning in place from September 2020 to address pupil needs. Contingency in plans in place for funding to ensure it can be quickly mobilised.</p> <p>LT link to identify suitable spaces and ensure all sessions are timetabled appropriately</p>

Wider strategies	Need for year group bubbles to be maintained within Breakfast Club provision	Lead staff to identify and maintain zones within the school canteen
	Closure of community venues and visits to HE providers in light of Covid-19	Use of virtual and online resources where possible. Targeted home visits, as appropriate. Use of school site to host relevant events.
	Requirement for pupils to self-isolate or school closure in light of Covid-19	Attendance officer to ensure coding of absence is accurate so that pupils who are self-isolating are swiftly identified. PPLs to ensure teachers are informed when pupils are self-isolating and to monitor home learning provision for individual pupils.

### Review: last year's aims and outcomes

Aim	Outcome
1. To ensure our curriculum equips disadvantaged pupils with the skills and knowledge needed to make good progress and have the best opportunities for success in their next phase of learning / their career.	<p>PP pupils out-performed non-PP pupils in EYFS. At KS1 PP pupils performed in line with non-PP pupils in terms of attainment. The attainment of PP pupils at KS2 was better than that of their peers. However, the progress of PP pupils was below that of their peers.</p> <p>2020 P8 for PP pupils -0.35; 2019 -0.58. The achievement gap for disadvantaged pupils is closing over time. However, the gap in English has not closed with the same rapidity.</p> <p>76% of Year 11 PP pupils with prior data follow a P8-compliant pathway (target 80%). 38% of PP pupils without prior data to follow a P8-compliant pathway (target 40%).</p>
2. To ensure that Pupil Premium funding is managed and allocated effectively so that it supports strategies which have a positive impact on removing barriers to achievement.	<p>2020 achievement data for PP pupils not released at time of issue.</p> <p>See above.</p>
3. To ensure disadvantaged pupils' attendance, behaviour in school and attitudes to school are not barriers to their achievement nor well-being.	PP and non-PP pupils receive equitable numbers of rewards