

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Bedminster Down School				
Academic Year	2020-21	Total PP budget	£381,045	Date of most recent PP Review	
Total number of pupils	1071	Number of pupils eligible for PP	399	Date for next internal review of this strategy	

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average in 2019 – figures not available for 2020)	
Progress 8 score average	-0.61	-0.174	
Attainment 8 score average	3.59	4.31	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Low levels of literacy, especially a significant vocabulary gap and low reading ages.
B.	Reduced exposure to cultural capital.
C.	Limited access to revision resources and poor understanding of revision strategies.
D.	Lack of engagement during period of school closure increased gaps.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
E.	Poor attendance.
F.	Higher than average isolations, repeat isolations and exclusions.
G.	Poor access to ICT equipment to support remote learning.
H.	Lower levels of parental engagement.

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Students will be able to fully access the curriculum through exposure to higher-level vocabulary and reading strategies. This will lead to PP students making progress in line with national expectations.	Students with a reading age below their actual age reduce the difference by 50% on average. At least 50% of disadvantaged students achieve a Positive P8 score.
<b>B.</b>	Students will participate in a range of extra-curricular activities, specifically those aimed at building resilience and aspirations.	A higher number of PP students will attend FE courses compared with previous years.
<b>C.</b>	PP students will have both the knowledge and resources to be able to revise independently, meaning that they will make progress in line with national expectations.	At least 50% of disadvantaged students achieve a Positive P8 score.
<b>D.</b>	Identify and address specific gaps in knowledge to help to close the attainment gap between PP and non-PP students.	At least 50% of disadvantaged students achieve a Positive P8 score.
<b>E.</b>	Improve attendance and PA to the national level. Close the gap in attendance and PA between PP and non-PP students.	PP attendance and PA gap to halve.
<b>F.</b>	Change the behaviour of PP students so that there are a reduced number of isolations, repeated isolations and exclusions. Close the gaps in isolations and exclusions between PP and non-PP students.	PP isolations and exclusions gap to reduce by 50% with the two year aim to be less than 5%.
<b>G.</b>	PP students can access remote learning from home during school closures. PP students can use ICT equipment to support their home learning and revision.	Levels of engagement in remote learning for PP students are similar to non-PP students.
<b>H.</b>	PP students are supported to complete homework to a high quality. Close the gap in attendance and behaviour between PP and non-PP students.	Attendance at Parents Evenings will be similar for PP students and non-PP students. Levels of engagement in homework for PP students are similar to non-PP students.

## 5. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school literacy strategy	Students can fully access the curriculum without language barriers, leading to improved progress.	In October 2019, 61% of our students had a reading age below their actual age. 13% of students had a reading age of three or more years below their actual age.	Each strategy launched separately to enable staff to embed within their practice. Clear launch and rationale understood by all staff. Rigorous monitoring to maintain high standards and consistency.	EW	End of Term 2
Whole school teaching and learning policy	As a result of high quality first teach, over 60% of students achieve a positive P8 score including over 50% of disadvantaged students, 50% of boys and 50% of HAPS students.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students” – EEF A high quality teaching and learning policy, where the needs of individual students are consistently met, will be the most effective way of ensuring all students make expected progress.	SLT teaching and learning lead with responsibility for implementation and accountability for success. Clear launch and rationale, with regular monitoring and CPD available.	LC	Ongoing
Behaviour support, including the Lamp	Reduced PP Fixed Term Exclusions and reduced PP students taken to BIP or permanently excluded when compared with previous years.	54% of all isolations in 2019-20 were from PP students, which is disproportionate to the number of PP students on roll.	Behaviour of PP students continues to be problematic, with 54% of isolations in being PP students. The focus on behaviour needs to continue through a review of Ready to Learn and a clear strategy with how behaviour can be supported by the Lamp provision.	BWi	Ongoing
<b>Total budgeted cost</b>					£200,000

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
1:1 catch up tutoring in English and Maths for Year 7 and Year 11 students.	Year 11PP students working at a Grade 3 or below in English or Maths achieve at least a Grade 4.  The gap between Year 7 PP and non-PP students will be reduced.	Nationally, the government recognise that disadvantaged students will have been disproportionately negatively affected by the school closures. We need to ensure that our PP students are not disadvantaged further and that we work hard to close gaps from the outset.	We will use recognised tutoring organisations (National Tutoring Programme) and progress of students receiving the tutoring will be monitored.	EW	January 2021
Targeted reading intervention for students with reading ages more than 3 years below their actual age.	PP students with a reading age significantly below their actual age improve their reading age to enable them to fully access the curriculum.	PP students with a significantly low reading age are unable to access the curriculum fully, and therefore cannot make expected progress.	Staff leading the interventions receive training and progress of students is closely monitored and reviewed.	EW	January 2021
Revision materials and resources provided for all Year 11 PP students.	At least 50% of PP students achieve a positive P8 score.	PP students often lack the resources to revise independently at home. We will provide these resources to ensure that they have the materials to revise independently.	Revision conference to take place in school to ensure that students know how to use the revision guides effectively.	EW/LC	January 2021
Laptops and dongles provided for PP students in the event of a school closure	There is a similar rate of engagement in out of hours learning between PP and non-PP students.	PP students can access the online resources provided by school, meaning that they make progress in line with their peers.	Students use is carefully monitored, and pastoral staff support students to complete work at home.	BWi	Ongoing
<b>Total budgeted cost</b>					<b>£80,000</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Sol attendance	Attendance and Persistent Absenteeism is in line with	Average PP attendance in 2019-20 was 89.29%. For PP students to	Clear launch and rationale understood by all staff. Use of clear	JVE	January 2021

	national expectations. This leads to students making at least expected progress.	benefit from the strategies in place, they need to have good attendance	tracking system to monitor attendance. All tutors to have attendance as an appraisal target.		
Transition	PP students gain familiarity with secondary school before joining and know where they can access support.	The transition between Year 6 and Year 7 can be a major barrier to the progress made by PP students who can sometimes lack the resilience to make a smooth transition.	Clear transition timetable in place. Strong links with primary schools who can provide important contextual information about PP students.	DG	July 2021
SLT roles and responsibilities	A senior leader monitors the implementation of and holds accountability for the success of key initiatives, such as whole school literacy and attendance.	We have identified that these are the key barriers to success for our PP students, so appointing senior leaders to be held accountable gives these strategies the best chance of success.	Fortnightly line management meetings between DGi and members of SLT. Regular monitoring.	DGi	Ongoing
<b>Total budgeted cost</b>					<b>£100,000</b>

## 6. Review of expenditure

Previous Academic Year

2019-20

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Whole school literacy strategy	Students can fully access the curriculum without language barriers, leading to improved progress.	Baseline reading-age data was collected, but we were unable to collect end of year data due to the school closure. The tutor-time reading programme was fully embedded and anecdotal evidence from staff and students suggests that it was very successful in terms of improving engagement with reading and helping students to learn new words. The explicit teaching of vocabulary was launched and was starting to be implemented across the whole school.	This is a long-term strategy and will certainly need to continue next year. The tutor-time reading programme is successfully embedded, but explicit vocabulary teaching and other strategies such as oracy will need to be relaunched after the period of school closure. Baseline assessments will need to be repeated to assess gaps in all students after the period of school closure.	£30,000

Sol attendance	Attendance and Persistent Absenteeism is in line with national expectations. This leads to students making at least expected progress.	It was difficult to assess the true impact of Sol Attendance because of the school closure. However, students were certainly more aware of their attendance and whether or not it was a concern.	This is a long-term strategy and, although attendance didn't significantly improve last year, there were extenuating circumstances and it is unfair to judge the efficacy of the programme last year. We will continue to use Sol Attendance for another academic year, ensuring consistency for staff, students and parents, and review again in the Summer of 2021.	£6,000
Behaviour support, including The Lamp	Students can fully access the curriculum because they remain in lessons as a result of improved behaviour. Students with specific behavioural needs who struggle to remain in school are supported through attending the Lamp.	A significant amount of spend this year was on updating the facilities and improving the learning environment at the Lamp. Attendance was in line with other Bristol AP's for the permanent Year 11 cohort and significantly better for the KS3 provision. The academic outcomes from the Lamp for Year 11 students were better than in previous years although these were teacher assessed grades due to Covid 19.	The main lesson is to ensure that the physical condition of the Lamp is not allowed to degenerate so dramatically. Therefore the spend would be more consistent with each year. The outcomes for this academic year will need to be closely monitored as the staffing structure has changed significantly.	£100,000
Teaching and learning policy	As a result of high quality first teach, Over 60% of students achieve a positive P8 score including over 50% of disadvantaged students, 50% of boys and 50% of HAPS students.	52.4% of all students in 2020 achieved a positive P8 score, including 45.9% of PP students.	Teaching and learning will continue to be the place where we can make the biggest difference to all of our students. We have recently introduced a new Teaching and Learning policy, using principles from Making Every Lesson Count. This will be implemented, monitored and reviewed carefully throughout the year.	£70,000

## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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GCSE Maths and English Action Tutoring	Students who received action tutoring achieve a Grade 4 in those subjects.	Unable to assess due to school closure. However, students engaged well with the programme and regular attendance was higher than in previous years.	We will continue with some form of English and Maths tutoring for selected Year 11 PP students next year. Again, we need to ensure that students attendance is high to maximise the potential of the programme.	£2,500
Reading interventions	PP students with a reading age significantly below their actual age improve their reading age to enable them to fully access the curriculum.	Students completed the programme for approximately one month before the school closure, so impact cannot be measured.	It is important that we continue with this intervention, but that we start it much earlier than we did last year. We will reassess reading ages in September 2020 and start the programme in October to ensure that students have a significant period of time to make progress.	£6,000
Attendance Bus	PA rates of PP students are in line with national expectations.	45 home visits were made. 19 out of the original 58 students were visited. 15 students of this 19 had their attendance decline in term 2. 4 students attendance increased in term 2. 24 students who were not visited had a decline in attendance in term 2 whilst 11 who were not visited increased attendance in term 2.	The attendance bus has had very little impact for a cost of around £350 ( Tank of fuel + staff pay based on £10per hour) therefore we will not be continuing with it.	£350

### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Transition	PP students gain familiarity with secondary school before joining and know where they can access support.	Transition had to be very different this year because of the school closure. The transition lead worked closely alongside primary schools to ensure that the students had the best possible experience of transition under the circumstances. This included virtual tours, virtual lessons, SEND tours of the school and the completion of transition boxes.	Transition continues to be an important way to ensure that disadvantaged students settle into secondary school, therefore we will continue with this approach next year.	£6,000
SLT roles and responsibilities	A senior leader monitors the implementation of and holds accountability for the success of key initiatives, such as whole school literacy and attendance.	The SLT members in charge of specific PP initiatives, such as Attendance and Whole School Literacy, ensured that they were implemented consistently.	A Senior Leader with specific responsibility for disadvantaged students has been appointed for 2020/21.	£55,000

<p>Enrichment activities, including support with careers and free music lessons for GCSE students</p>	<p>Develop resilience of and cultural capital of PP students – leading to improved engagement and progress in school. Support students with careers.</p>	<p>PP students are prioritised when having careers meetings and they are followed up throughout the year to ensure that students have secure post-16 plans.</p> <p>Year 9 students completed Challenge 24 (pre-lockdown).</p>	<p>The students involved found these enjoyable, but there needs to be more rigorous data in order to measure impact.</p>	<p>£5,000</p>
<p>School counsellor</p>	<p>Provide support for selected PP students to ensure that they have good attendance and are able to access their lessons.</p>	<p>Our school counsellor worked with a number of our most vulnerable PP students.</p>	<p>We will continue to support PP students who need counselling through paying for sessions with our school counsellor. This is even more important in a post-lockdown world, as some of our PP students have experienced significant trauma.</p> <p>More rigorous data on whether this had any impact on attendance and behaviour needed.</p>	<p>£10,000</p>
<p>GCSE revision guides and materials for all Year 11 PP students</p>	<p>To ensure that at least 50% of disadvantaged students achieve a positive P8 score.</p>	<p>Each GCSE subject provided their Year 11 PP students with revision guides and workbooks for free. Unfortunately, due to the school closure, we were unable to assess whether this had an impact on attainment.</p> <p>45.9% of disadvantaged students achieved a positive P8 score, but as students didn't actually sit exams, this was probably not affected by the provision of revision guides.</p>	<p>We will continue with this approach for the Year 11 cohort of 2021. With the time missed in school, it is even more important that they have access to key knowledge needed for the exam, and revision guides will help to support this.</p>	<p>£5,000</p>

## 7. Additional detail

