

Bedminster Down 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	Bedminster Down School
Number of pupils in school	1046
Proportion (%) of pupil premium eligible pupils	38.43% (402 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	01/11/2021
Date on which it will be reviewed	30/09/2022
Statement authorised by	Matthew Woodville (Principal)
Pupil premium lead	Matt Eagon (Vice Principal)
Governor / Trustee lead	Simon Dowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,800
Recovery premium funding allocation this academic year	£56,260
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	£435,140

Part A: Pupil premium strategy plan

Statement of intent

We have the highest expectations of Pupil Premium students at Bedminster Down School. It is our expectation that, with high quality teaching and the right targeted support, disadvantaged students at Bedminster Down School will make progress in line with their peers both at Bedminster Down School and other students nationally. We will spend our Pupil Premium funding on activities that have a strong research base, including making extensive use of EEF recommendations. We will look to spend 50% of our funding on improving the quality of teaching that pupil premium students receive, 25% on targeted academic support and 25% of wider strategies.

Our investment in teaching will ensure that all lessons at Bedminster Down School meet the individual needs of all students and enable them to make exceptional progress.

Our investment in targeted academic support will ensure that students are supported when they fall behind their peers and that students receive intensive support to achieve key grades at the end of KS4.

Our investment in wider strategies will remove barriers for engagement for students, particularly relating to attendance, attitudes and aspiration.

Challenges

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

Challenge number	Detail of challenge
1	PP students are not taught effectively enough, so they make less progress per lesson attended and are less able to catch up when they fall behind
2	PP students do not attend school enough, so they miss out on the opportunity to make progress
3	PP students have low aspirations and do not value education as much as their peers, so they are less likely to engage effectively with work outside of school and extracurricular opportunities
4	PP students are less able to self-regulate their behaviour, so they are more likely to get isolated and excluded
5	PP students have less access to quality resources and space to use them, so they cannot work outside of school as effectively
6	PP students' parents are less engaged with their education, so PP students do not receive as much support with school
7	PP students have reduced exposure to cultural capital and enrichment, so they are not as knowledge rich

8	PP students experience poor quality transition from primary to secondary school, so we are less able to 'hit the ground running' with them in September
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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
PP students will make progress in line with their peers at Bedminster Down School	<ul style="list-style-type: none"> The gap in progress 8 scores between PP and non-PP students at Bedminster Down School will be zero, or PP students will outperform their peers At least 50% of PP students achieve a positive P8 score Progress gaps in Y7-10 close across the academic year for the majority of subjects in the majority of year groups
Attendance will improve attendance and persistent absence will reduce for PP students.	<ul style="list-style-type: none"> PP attendance to increase by at least 3% PP PA to reduce by at least 3% PP attendance and PA gap to non-PP students to halve.
PP students are supported to be ready to learn in all of their lessons. As a result they will spend less time in the school's behaviour system.	<ul style="list-style-type: none"> PP isolations, internal exclusions and fixed term exclusions reduce by at least 25% PP isolations, internal exclusions and fixed term exclusions gaps to non-PP students halve.
The parents of PP students will be supported to take an active role in supporting their children's education. As a result, students will attend school regularly and teachers and parents will be in regular dialogue about students' progress.	<ul style="list-style-type: none"> Attendance at Parents Evenings for PP students will be in line with non-PP students.
PP students will participate in a range of extra-curricular activities, specifically those aimed at building resilience and aspirations. As a result they will go on to aspirational post-16 destinations.	<ul style="list-style-type: none"> A higher number of PP students will attend FE courses compared with previous years.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a high quality whole school teaching and learning policy, based on the Futura Fundamentals	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students” – EEF</p> <p>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 good progress.</p>	1
Increase Senior Leadership capacity in teaching and learning to drive the implementation of the new teaching and learning policy		
Provide regular tailored CPD on Futura Fundamentals and Walkthrus		
Provide core subject teaching staff at the Lamp at all times		
Develop the whole school literacy strategy	In October 2019, 61% of BDS 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.	1
Ensure behaviour in classrooms remains exceptional, through funding of the Ready to Learn system	54% of all isolations in 2019-20 were from PP students, which is disproportionate to the number of PP students on roll.	1 and 4

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 catch up tutoring in English and Maths for Year 7 and Year 11 students	Nationally, the government recognise that disadvantaged students will have been disproportionately negatively affected by the school closures.	1
Timetable additional small classes in Year 10 English	EEF research suggests that small group teaching has a significant impact on the progress of students	1
Timetable additional small classes in Y10 Maths		
Provide targeted reading intervention (Lexia and RWI) for students with reading ages more than 3 years below their actual age	PP students with a significantly low reading age are unable to access the curriculum fully, and therefore cannot make expected progress.	1

Provide revision materials and resources for all Year 11 PP students	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.	5
Provide free stationary and materials (including calculators) to all disadvantaged students		
Provide laptops and dongles for PP students in the event of a school closure	PP students can access the online resources provided by school, meaning that they make progress in line with their peers.	5

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

Budgeted cost: £135,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in SOL attendance and its implementation	Average PP attendance in 2020-21 was 81.52%. For PP students to benefit from the strategies in place, they need to have good attendance	2
Employ staff to intervene with students who have poor attendance		
Support students to purchase uniform and support with financing of home to school travel, where required		
Employ an academic mentor to work with students with low aspirations and declining attendance	The evidence from the EEF is mixed. Mentoring focused primarily on engaging students has little or no impact. However, this mentor will focus on transition back in to school with low attendance + academic support as well from an English perspective – in addition the actual cost is much lower than that identified by the EEF. The 1:1 or small group tuition aspect of the intervention has a much stronger evidence base which indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	2 and 3
Employ a TLR holder to raise aspirations and enhance cultural capital	Research suggests Pupil Premium students have less access to cultural capital than their peers.	3 and 7
Enrichment activities, including support with careers and free music lessons for GCSE students		
Run the Challenge 24 programme, providing all		7

students with a wilderness outdoor education experience		
Provide counselling support to selected students	Nationally, the government recognise that disadvantaged students will have been disproportionately negatively affected by the school closures.	4
Develop a parental newsletter and run parental engagement evenings	Parental engagement strongly supported by EEF	6
Appoint a transition coordinator to manage transition effectively	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.	8
Run a full week of transition for students in term 6 who will join BDS in September		
Run open mornings at weekends, as well as in evening and during school time, to support students with transition		
Provide additional non-contact time for SLT to discharge their responsibilities in relation to Pupil Premium	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.	All

Total budgeted cost: £435,140

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
PP students to achieve a P8 score that is in line with other students at Bedminster Down School	PP students have a P8 score that is 0.98 grades below their peers at Bedminster Down School
PP students to achieve a P8 score that is in line with non-PP students nationally	National P8 scores are not available for 2020/21
Attendance for PP students to be in line with other students at Bedminster Down School	PP students have attendance that is 9.52% below their peers at Bedminster Down School
Attendance for PP students to be in line with national attendance rate for all students	PP attendance for 2020/21 was 81.52%. National attendance was significantly higher than this.
Exclusions for PP students to be no higher than for other students at Bedminster Down School	PP students have an exclusions rate that is 7.41 higher than their peers at Bedminster Down School
Exclusions for PP students to be no higher than national exclusion rates for all students	PP students had an exclusion rate of 16.16 at Bedminster Down School. The most recent year of national figures shows an exclusions rate of 7.43.

Externally provided programmes

Programme	Provider
Year 7 and 11 English and maths tutoring	Action Tutoring
Year 10 English, maths and science tutoring	Fleet Tutoring

Further information

During 2021/22, we will be completing an extensive review of our Pupil Premium strategy, with a view to investing some funding differently in 2022/23 and beyond. This is in response to gaps in achievement not closing sufficiently in recent years, despite the investment in strategies mentioned above. As such, the plan above only covers the 2021/22 academic year.