

Bedminster Down School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1069
Proportion (%) of pupil premium eligible pupils	31.62% (338 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	21/11/2022
Date on which it will be reviewed	30/09/2023
Statement authorised by	Louise Davies (Principal)
Pupil premium lead	Matt Eagon (Vice Principal)
Governor / Trustee lead	Simon Dowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,700
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	£434,960

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 always 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 have lower average attendance than their peers, so they miss out on the opportunity to make progress
3	PP students have disproportionately lower aspirations and value education less than their peers, so they are less likely to engage effectively with work outside of school and extracurricular opportunities
4	PP students disproportionately struggle to self-regulate their behaviour, so they are more likely to get isolated and suspended
5	PP students typically have less access to quality resources and space to use them, so they cannot work outside of school as effectively
6	PP students' parents and carers are more likely to find it difficult to engage with their child's education, so PP students typically receive less support with school

7	PP students typically have reduced exposure to cultural capital and enrichment, so they are not as knowledge rich
8	PP students do not always experience a high-quality transition from primary to secondary school, so we are less able to 'hit the ground running' with them in September

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% compared to 2021/22 PP PA to reduce by at least 3% compared to 2021/22 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 suspensions reduce by at least 25% compared to 2021/22 PP suspensions gap to non-PP students to 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.
PP students will experience high quality transition from primary to secondary school. As a result, parents and students will feel positive about secondary school and engagement will be a strength heading into 2023/24.	<ul style="list-style-type: none"> Parent and student feedback on the quality of transition from primary to secondary school is highly positive.

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
Implement our 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
Provide significant Leadership capacity in quality of education to drive the implementation of the teaching and learning and self-evaluation policies		
Provide regular tailored CPD on Futura Fundamentals and Walkthrus		
Provide core subject teaching staff at the Lamp at all times		
Improve staff understanding of access arrangements and students’ normal ways of working		
Run 1-2-1 meetings with at risk learners to identify ways to improve the quality of teaching and learning for these students		
Timetable additional small classes in Year 10 English		
Timetable additional small classes in Y10 Maths		
Develop the whole school literacy strategy	Significantly over half of students have reading ages that are below their chronological age. Over 10% of students have reading ages that are more than two years below their chronological age.	1

Ensure all PP students have access to, and can use, every online system that we direct them to	EEF research clearly indicates that homework has a positive impact on progress.	1
Ensure behaviour in classrooms remains exceptional, through funding of the Ready to Learn system, review of the referral room and identification of students with key pastoral factors which may impact on their behaviour and attendance	PP students are almost twice as likely to be suspended from school. Interventions to improve behaviour are effective.	1, 2 and 4
Identify students who are returning from a spell of absence and ensure classroom support is in place to help them to catch up with their peers	Average PP attendance in 2021-22 was significantly below national. For PP students to benefit from the strategies in place, they need to have good attendance	2

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 for Year 11 students	Nationally, the government recognise that disadvantaged students will have been disproportionately negatively affected by the school closures.	1
Provide 1:1 and small group interventions, particularly in English and maths, for students who have fallen behind their peers		
Run holiday and weekend revision sessions for Y11 students in in terms 4, 5 and 6		
Provide targeted reading intervention (Lexia, RWI and accelerate reader) for students with reading ages that are significantly below their chronological age	PP students with a significantly low reading age are unable to access the curriculum fully, and therefore cannot make expected progress.	1
Provide funding for ALP and bespoke off-site support for students who are at risk of PEX	Nationally, the government recognise that disadvantaged students will have been disproportionately negatively affected by the school closures.	1 and 4
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: £134,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in SOL attendance and its implementation	Average PP attendance in 2021-22 was significantly below national. For PP students to benefit from the strategies in place, they need to have good attendance	2
Deploy a newly created attendance team to intervene with students who have poor attendance		
Support students to purchase uniform and support with financing of home to school travel, where required		
Buy in and EWO service to support the students and families with the most significant barriers to attendance.		
Set up a breakfast club to provide free breakfast to PP students		
Utilise Youth Moves (a local youth work group) to support students with low self-esteem and parents struggling to support their children	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, 3 and 6
Employ an academic mentor to work with students with low aspirations and declining attendance		
Employ TLR holders to collect student voice and to increase opportunities for student leadership	Research suggests Pupil Premium students have less access to cultural capital than their peers.	3 and 7
Provide enrichment activities, including support with careers and free peripatetic music lessons		
Provide a heavily subsidised trips, visits and clubs programme that gives all students access to a wide range		2, 3 and 7

of opportunities which span the full curriculum and beyond		
Employ a TLR holder and careers advisor to support students to raise their aspirations		7
Employ a team of behaviour support assistants and pastoral support workers to work 1-2-1 with students whose attendance is a barrier to their learning	Nationally, the government recognise that disadvantaged students will have been disproportionately negatively affected by the school closures.	4
Provide counselling support to selected students		
Introduce a parental communication procedure which ensures PP parents receive the very highest standards of communication from the school, including through Apps, letters and videos	Parental engagement strongly supported by EEF	6
Open all Parents' Evenings to PP parents a week in advance of the rest of the school and make calls to encourage PP parents to attend		
Call all Y7 parents in terms 1 and 3 to 'check in' and remove barriers to engagement		
Run a full week of transition for students in term 6 who will join BDS in September	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 open mornings at weekends, as well as in evening and during school time, to support students with transition. Ensure every parent of a PP student joining the school takes part in a tour during school hours		
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 2021 to 2022 academic year.

Aim	Outcome
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	A significant progress gap (approximately two-thirds of a grade) existed at the end of Y11. This has closed significantly from 2020/21.
At least 50% of PP students achieve a positive P8 score	Approximately a quarter 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	Gaps have closed in a number of subjects, but PP students remain behind their peers in most subjects in most year groups
Attendance at Parents Evenings for PP students will be in line with non-PP students.	PP attendance at Parents' Evenings remains significantly lower than non-PP

Externally provided programmes

Programme	Provider
1-2-1 support in Y7 and Y11 English and maths	Action Tutoring