

# BCCS Pupil Premium Strategy Statement 2020/21

## School overview

Metric	Data
School name	Bristol Cathedral Choir School
Pupils in school	730
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	204,000
Academic year or years covered by statement	2020/2021
Publish date	December 2020
Review date	October 2021
Statement authorised by	Paul Atkins
Pupil premium lead	Patrick Callaghan
Governor lead	Ros Kennedy

## Disadvantaged pupil performance overview for last academic year

Average Total Progress 8	0.59
Ebacc entry	21.1%
Average Attainment 8	5.24
% Grade 5+ in English and maths	42.1

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Average Total Progress 8	0	Sept 22
Average Attainment 8	Students to meet at least FFT target grades in Maths and English	Sept 22
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 22
Attendance	Improve attendance to non disadvantaged national average	Sept 22
Behaviour	Parity with Non disadvantaged pupils regarding sanctions	Sept 22

## Pastoral priorities for current academic year

Measure	Activity
Priority 1 Access to the Curriculum supported pastorally	Prioritise resources according to allocation and need distinguishing between LAC, PLAC and PP students. To monitor and evaluate interventions and small group activities, to organise raising aspiration trips and to support on progress of LAC, PLAC and PP students and to monitor challenge and support on all aspects of student progress. Arrange, monitor and evaluate internal and external intervention/support programmes.
Priority 2 PP negative sanctions in line with Non PP	Pupil well-being – Senior Pastoral Leader to lead on student welfare and direct resources regarding external agencies such as counselling, CYN, BDP. Role includes liaising with PP Lead on expenditure and outcomes. Improve engagement with ‘Non engaged’ parents/carers.
Barriers to learning these priorities address	Progress of PP students compared to their peers is not in attainment alone; attendance, behaviour and motivation thrive with outstanding pastoral direction helping pupils to engage and learn.  It is a priority for the school that the emotional well-being and good mental health of vulnerable students is maintained so that academic progress and happiness flourishes.
Projected spending	£79,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1 Attainment	Raise attainment at KS4 English Maths and Science-prioritise resources according to allocation and need distinguishing between LAC, PLAC and PP students. To monitor and evaluate interventions and small group activities, to organise raising aspiration trips and to support on progress of LAC, PLAC and PP students and to monitor challenge and support on all aspects of student progress.
Priority 2 Parental engagement	Support subject leads with regular reviews of PP progress in both key stages ACBO's and study skills sessions. Bi-termly Parental Support evenings.

	Lexia literacy programme Year 7 focussing on vocabulary, grammar and reading comprehension. Additional KS4 sets English and Maths. 'Elevate tuition' A bespoke in house curriculum focussing on pre teaching and catch up with targeted pupils, delivered by subject specialists in Maths and English, focussing primarily on PP+ cohort.
Barriers to learning these priorities address	Progress of most disadvantaged/vulnerable groups needs to be in line with non-vulnerable. These strategies address underachievement by offering a broad curriculum that provides access, support and challenge for all. Targeted academic support and challenge is a key component of an effective Pupil Premium strategy. This involves the most vulnerable students and their families who also receive support in helping their children.
Projected spending	£104,000

### Wider strategies for current academic year

Measure	Activity
Priority 1 Raising Aspirations	Ensure that there is increased access to cultural and extra curricular activities Duke of Edinburgh, Top 10 Trips and all PP students joining a club or sports activity. Brilliant Club – Developing critical skills and aspirations for University in Keystage 3
Priority 2 Well being	Fairshare South West breakfast club and funding for Year 7 camp. Access for all year 7 to a free reading book
Barriers to learning these priorities address	Disadvantaged pupils frequently experience health issues related to poor diet and not experiencing positive activities that promote well being outside of school and home environments.
Projected spending	£21,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days to provide a Pupil Premium learning Hub. This involves cross curricular staffing focussing on resolving particular PP related challenges and implementing research and future strategies.
Targeted support	Ensuring enough time for school maths-lead to support small groups	Additional cover required in Terms 1 and 4 for Maternity leave for lead Maths teacher in Elevate.
Wider strategies	Engaging the families facing most challenges	Building capacity for informal meetings and coffee mornings to build deeper long lasting relationships.

## Review: last year's aims and outcomes

Aim	Outcome
Average Total Progress 8 of zero	Exceeded target with ATP8 - 0.59
Average Attainment 8 Students to meet at least FFT target grades in Maths and English	92% achieved
% Grade 5+ in English and maths Achieve average English and maths 5+ scores for similar schools	Achieved with AA in Maths and English of 5.24
Attendance Improve attendance to non disadvantaged national average	Not Achieved Non pp - 94.5% PP - 92%
Level 4 sanctions Parity with Non disadvantaged pupils regarding sanctions	Disparity between sanction rates significantly diminished.

\*This is a live document and in light of the current CV19 circumstances may be amended during the course of the academic year.

<p><b>During the Covid 19 pandemic BCCS has taken action to ensure that the disadvantage gap does not increase between disadvantaged students and our wider cohort. This has included:</b></p> <ul style="list-style-type: none"> <li>• During periods of lockdown, phone calls from staff each week to check on student well-being and progress with learning.</li> <li>• Completion of wifi, technology, and learning environment audit to ensure students have access to the technology required and an appropriate workstation.</li> </ul>
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- Loan of laptops and dongles for students who do not have access to required technology.
- Registers completed for remote learning and phone calls home for students who have not accessed learning.
- Vulnerable students including those in receipt of the Pupil Premium prioritised for on-site schooling during lock down.
- Access to supplementary tuition in English and Maths for Key stage Four Pupil Premium students.
- Support with food and breakfast club for those on site.
- Support with Uniform.

