

Gathered together, that all may thrive

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	Bristol Cathedral Choir School
Number of pupils in school	754
Proportion (%) of pupil premium eligible pupils	27.45
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jo Thurston
Pupil premium lead	Dr. Michael Brodie
Governor / Trustee lead	Ros Kennedy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,585
Recovery premium funding allocation this academic year	£26,635
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	£240,220

Part A: Pupil premium strategy plan

Statement of intent

We recognise that our school community is diverse. Drawing from over 50 feeder schools which range from some of most deprived to the wealthiest in our city. We believe firmly that it is important for our school to move beyond equality of opportunity in the classroom and to strive for equity for disadvantaged pupils in the fullness of the life of our community. At BCCS, we are 'Gathered together, that all may thrive'.

At BCCS, our primary aim is to ensure that all pupil premium students are able to achieve their potential across the curriculum. Specifically, this means ensuring pupil premium students make accelerated levels of progress so that outcomes can be directly compared favourably against their non-pupil premium peers.

We aim to ensure that all students have access to a curriculum that is knowledge rich and powerful, planned with student engagement at the forefront and relevant to the experience of our pupil premium cohort. We also provide a curriculum that enables our pupil premium students to play a full and prominent role in our school community and develop the skills necessary to become well-rounded, active and employable members of society.

Finally, we seek to ensure that our pupil premium cohort thrive throughout their time at our school. We are determined that our students build positive relationships, feel valued and respected within our school community. As a means of ensuring pupil premium students thrive in our school, we provide them with a range of rich and diverse extra-curricular and cultural opportunities, particularly in music, which broaden their horizons and develop their existing interests and talents.

Our strategy works towards achieving these objectives in a number of ways:

- By making use of careful diagnostic assessment we are able to identify specific areas of need and barriers to learning within our context and design strategies to help students make accelerated progress, deploying early and well-targeted interventions to support those who do not.
- Through the prioritisation of literacy and numeracy we ensure that students have the necessary foundational knowledge, skill and understanding to access and engage with our curriculum and make sustained and rapid academic progress.

- By focusing on parent/carer engagement we recognise the important role they play in supporting academic attainment and involvement in extracurricular activities and in fostering engagement in school more generally.
- We ensure that all staff understand that they have a role to play in developing, implementing and reflecting on our curriculum. This helps to promote student engagement, leadership and employability amongst premium students.

There are some key principles underpinning our approach:

- We believe that high quality teaching and learning is the most significant means by which to ensure that our pupils are able to achieve their potential. Therefore, we prioritise investment in learning opportunities for our staff, so that they understand the latest academic research and are able to deploy the most effective strategies inside and beyond the classroom. At BCCS we expect all our colleagues to act as advocates for our pupil premium students.
- We believe that offering an engaging, relevant and challenging curriculum which inspires students, provides them with employability skills and affords them with opportunities to develop leadership skills will have a positive impact on student wellbeing, engagement and esteem. We also recognise that it will enable students to make rapid and sustained progress, encourage students to take greater pride in their work and contribute to higher levels of attendance and punctuality.
- We recognise that offering outstanding extra-curricular provision will not only engage pupil premium students but have significant benefits to their social, emotional and mental health, providing pupil premium students with the opportunity to build strong relationships, develop resilience and to take on leadership roles.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy and numeracy - PP students have disproportionately lower literacy and numeracy levels compared to the non-pp cohort. This gap has been exacerbated by the pandemic.</p> <p>Year 7 PP students on entry are twice as likely to be below average readers. Our assessments tell us that a majority of our students have expected or above reading standard age scores (86%). Furthermore , the majority of our</p>

	<p>students have expected or above Mathematical abilities (75%). 23% of the PP cohort are below average compared to 12% of the non-PP.</p> <p>Year 8 PP students generally make good progress in reading. Our assessments tell us that Year 8 has a greater proportion of students with below average standard age scores for literacy (reading) and numeracy. Progress appears to be greater for English HPP, and Maths MPP. PP LPP are not making expected progress and high numbers of students are PPSSEND. Our observations tell us that oracy and written expression is poor among our PP cohort.</p> <p>Pupil Premium students are five times more likely to be working towards foundation GCSE Maths whilst accessing lower ability groups. Year 9 has a majority that gain above average scores, this is an able cohort. Progress appears to be slower in Maths and particularly for the students who enter with significantly below average or below average Standard Age Scores according to GL Assessment testing.</p> <p>Staff are not yet confident enough in deploying strategies to redress these challenges across the curriculum.</p>
2	<p>Curriculum - The curriculum needs to prioritise the engagement of pupil premium students. It should be relevant to their lives and develop their knowledge, skills, social and cultural experience. The curriculum should also provide the opportunity for pupil premium students to develop their employability skills and should adequately prepare them for their next steps beyond the school.</p>
3	<p>Presentation and pride - Pupil Premium students' books should demonstrate organisation, pride in their work, quality of presentation and work completion. In our Section 8 Ofsted Inspection of September 2021, it was noted that 'some pupils do not take enough pride in their work.' In the wake of the disruption to schools caused by the pandemic, we feel the loss of such study habits disproportionately impacts our disadvantaged students.</p>
4	<p>Attendance and punctuality - PP students are overrepresented amongst students with poor attendance and punctuality records. PP attendance was 91.9% in 2020/2021 compared to 93.5% non-pupil premium.</p>
5	<p>Parental engagement - A significant number of pupil premium parents prove difficult for the school to reach and it is a challenge to engage them with their children's learning. This problem is exacerbated by the language barrier which exists between some pupil premium students' homes and the school.</p>
6	<p>Student Leadership - PP students are underrepresented in the opportunities the school provides for student leadership be they academic or extra-curricular.</p>

7	Transition - Our PP students often adapt more slowly to the demands of Year 7, GCSE and A Level. We do not currently have appropriate strategies in place to ensure successful transitions and specifically Increase employability. Pupil premium students also remain underrepresented in our post-16 cohort.
8	Student Wellbeing - PP students are overrepresented amongst our students who present with poor social, emotional and mental health. They also often exhibit limited capacity for self-regulation and/or suffer issues around attachment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (24/25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve improved literacy levels among disadvantaged pupils across KS3. With a specific focus on reading comprehension and fluency, vocabulary and use of oral formal language	Improved literacy will be will be demonstrated by: <ul style="list-style-type: none"> ● PP students are no longer overrepresented amongst students with NGRT scores below 100. ● Evidence of sustained progress in NGRT scores over the course of key stage 3. ● PP engagement and outcomes with Lexia are strong. ● Teacher observations demonstrate staff across the curriculum use effective literacy strategies to help students make sustained progress. ● Book scrutiny and classroom observations demonstrate PP students using formal language and broad-based vocabulary consistently across the curriculum. ● Student voice reveals a recognition of the importance of literacy in their academic progress.
To achieve improved numeracy levels among disadvantaged pupils across KS3.	This will be demonstrated by: <ul style="list-style-type: none"> ● PP students are no longer being overrepresented amongst students with SAS scores of below 100. ● Evidence of sustained progress in SAS scores over the course of key stage 3. ● PP students not being overrepresented in low Maths and Science sets across the school.

	<ul style="list-style-type: none"> ● Evidence of PP students progressing through sets during their time in Maths and Science school. ● Teacher observations demonstrate staff across the curriculum use effective numeracy strategies to help students make sustained progress. ● Student voice reveals a recognition of the importance of numeracy in their academic progress and how far numeracy is being utilised across the curriculum.
<p>To continue to reflect upon and refine our curriculum that it is engaging and relevant to disadvantaged students and develops their knowledge, skills, social and cultural experience.</p>	<p>This will be measured by:</p> <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations that reveal curriculum relevance and engagement. ● Curriculum offered at KS4 meets the needs of lower attaining pupil premium students. ● Observations reveal consistent application of the 'BCCS Friendly Classroom' and 'Everyday Excellence' policy. ● A higher proportion of PP students are entered for the EBacc and participate in languages at key stage 4. ● A significant increase in participation in enrichment activities among disadvantaged pupils, particularly in music and sport. ● Teacher reports reveal consistently high BRAG levels for effort, responsibility for learning and homework completion across KS3 and KS4. ● Subject Programme of Studies are designed to identify where employability skills are embedded in the curriculum.
<p>To achieve and sustain consistently high levels of presentation and pride in their work</p>	<ul style="list-style-type: none"> ● Book scrutiny and classroom observations reveal consistently high levels of pride and presentation across the curriculum. ● Qualitative data from student voice, student and parent surveys and teacher observations reveal pride in work.

	<ul style="list-style-type: none"> • Observations reveal consistent application of the 'BCCS Friendly Classroom' policy • PP students consistently take part successfully in SIT time.
To achieve and sustain improved attendance for our disadvantaged pupils.	<ul style="list-style-type: none"> • The overall absence rate for all pupil premium students will be no more than 5%.
To ensure that disadvantaged students are - and are seen to be by the school community - leaders who inspire their peers positively.	<ul style="list-style-type: none"> • Opportunities for student leadership are identified clearly in individual subjects' programmes of study. • PP students are reflected in leadership programmes such as Student Parliament and Sports Leaders. • Pupil premium students are prioritised for leadership opportunities beyond the curriculum. e.g. interviewing candidates for external and internal opportunities. • Student voice reveals students feel challenged, prioritised, valued and recognised.
To achieve and sustain consistent engagement by parents of pupil premium students with school.	<ul style="list-style-type: none"> • Trend of consistent and improving parental attendance at parents' evenings • Strategies in place to mitigate the language barrier that exists between school and many pupil premium parents. • Parents & Carers engage in parental surveys with bi-termly meetings, academic board reviews. • Parents & Carers contribute to teacher information pupil passports.
To embed pupil premium student leadership in all subjects and all year groups across the school and in extra-curricular activities.	<p>Embedded pupil premium student leadership will be measured by:</p> <ul style="list-style-type: none"> • Students represented in regular student voice activities. • Qualitative data from student voice, teacher observations and Department Development Studies • Subject Programmes of Study explicitly identify where and when there are concrete opportunities for student leadership. • Observations reveal consistent application of the 'BCCS Friendly Classroom'

	<ul style="list-style-type: none"> ● PP students are well represented in extra-curricular activities ranging from music to sport to student agency.
To ensure all PP students make successful transitions at Year 7, GCSE and Post-16	<ul style="list-style-type: none"> ● Behaviour, absence and rewards data reveals positive engagement in school during key transition periods. ● Student and parent voice reveal PP students are valued, settled, supported and thriving across the curriculum. ● Staff identify SEND ● Uptake in BBCS sixth form amongst PP students has increased. ● No PP students are NEET.
To achieve and sustain improved wellbeing for all disadvantaged pupils.	<ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations. ● Staff identify SEND ● Surveys and pastoral leaders reveal students form positive relationships, ● Reduction in referrals to outside agencies. ● A significant increase in participation in enrichment activities among disadvantaged pupils, particularly in music and sport.

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: £ 98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching - Senior members of staff are paired with early career teachers and teachers who have targets to improve areas of their practice. Designed to ensure all students have access to high quality teaching and learning across the curriculum.</p>	<p>The EEF recommends the prioritisation of high quality teaching and learning as the most significant means by which to improve the progress and attainment of pupil premium students The EEF Guide to the Pupil Premium—Autumn 2021</p>	<p>1,2,3,6</p>
<p>Language for Learning - An intervention across Year 7 aimed at closing the language gap around formal and tier two academic language. Involves tutor time instruction and reinforcement across the Year 7 curriculum by teachers. Designed and led by the Pupil Premium Lead.</p>	<p>The Oxford Language Report highlights the significant word gap that exists between primary and secondary school vocabulary. It also stresses the link between vocabulary and successful transition in Year 7. Explicit teaching of tier 2 vocabulary is recommended as a means to close the vocabulary gap, smooth transition and improve student self-esteem. Oxford Language Report 2020</p>	<p>1, 2, 7 and 8.</p>
<p>Pupil Premium CPD Hub - The PP Lead and Designated Teacher lead termly meetings of a steering group who have identified Pupil Premium provision as an area of practice that they wish to improve. Staff members are required to carry out</p>	<p>The EEF recommends the prioritisation of high quality teaching and learning as the most significant means by which to improve the progress and attainment of pupil premium students. The EEF Guide to the Pupil Premium—Autumn 2021</p>	<p>Covers all challenges depending on the selection of challenges to focus on by group members.</p>

<p>action-research on a current challenge facing our PP cohort. Projects act as pilots for potential new strategies.</p>		
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training of SEND and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Our students, particularly of Year 8 and Year 10 must be considered for interconnected disadvantage of SEND and PP. There is a wider school plan linked to the EEF guidance EEF Special Educational Needs in Mainstream 2020</p>	

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

Budgeted cost: £ 115,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Action Tutoring - A programme which utilises personalised workbooks combined with resources specifically designed for full day tutoring sessions to focus on intensive practice of key skills, as well as supporting pupils with developing strong revision and exam taking strategies.</p> <p>They provide weekly hour long sessions on Maths and English as</p>	<p>https://actiontutoring.org.uk/about-us/our-story-mission-values-disadvantaged-pupils-volunteers/</p> <p>https://www.gloucestershire.gov.uk/media/2100415/marc-rowland-slides.pdf</p> <p>Key government advisor, Marc Rowland, recommends tuition strategies that have evidence of impact on the target groups of pupils. The research states that tuition should supplement high quality and inclusive teaching. It also suggests focusing on improving inclusive teaching practices alongside tuition. Tuition is an opportunity to improve pupils as learners. Rowland states that effective</p>	<p>1,2,4,5,7</p>

<p>well as intensive full days. Action Tutoring will ensure a wide variety of activities and exercises, as well as regular breaks, to retain pupils' motivation and focus throughout the day. Topics covered during these Intensive Tutoring days are as follows:</p> <ul style="list-style-type: none"> ● Key skills ● Intensive skills practice & application ● Exams practice & exam taking strategies 	<p>tuition is used to consolidate prior learning and there is a need to focus on achievement and independence in the classroom for pupils and need to be accompanied by ongoing evaluation of whether tuition strategies are successful.</p> <p>Staff surveys within our school setting reveal that teachers feel empowered by tuition but are driven by assessment, with tuition focussing on gaps in prior learning.</p>	
<p>Elevate A bespoke programme focussing on Pupil Premium Plus students which designed specifically around their needs at that moment in time.. Weekly sessions of Maths and English that focus on numeracy and literacy skill and building leadership though pre-teaching.</p>	<p>https://www.beib.org.uk/category/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The EEF demonstrates the small group intervention can add 4months of progress for participants across the course of a year. It also reveals that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	1,2,3,4,5,6,7
<p>Additional Music Tutoring - Year 7 Trailblazers 50 % of Music Lessons costs including drum, piano and guitar lessons are met by the Pupil Premium for our Year 7 cohort. Music as a specialism at BCCS and the Pupil Premium continues to support students as and when deemed appropriate with</p>	<p>The Importance of Music (2011)</p> <p>Government research shows that students who learn an instrument and participate in music are more successful academically and socially. 'Learning an instrument develops a young person's ability to concentrate for extended periods of time and persevere when they find things difficult.'</p>	2,4,6,7,8

additional costs toward their musical interests.		
--	--	--

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

Budgeted cost: £ 26,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH Support Counselling: CAMHS, Ed Psychologists</p> <p>We have increased access to counsellors due to an increase in referrals and greater requests for support around wellbeing. All pupils referred have issues that are impacting negatively on their learning. Referrals to CAMHS, Thinking Allowed and EP's have also increased in response to demand.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>Government research states that emotional wellbeing and good mental health are prerequisites to sound academic progress.</p> <p>Disadvantaged students in our community have experienced significant challenges around this over the past 18 months as a result of the numerous COVID-19 lockdowns.</p>	2,4,5,8
<p>Careers</p> <p>BCCS employ an external careers advisor who is employed for 1 day per week to work with Pupils in Year 11 and those disadvantaged students in Years 9 and 10 that found interviews and applications for WEX motivational. This involves 1:1 interviews to support them with their college applications.</p> <p>Additional consultations are made available to any student who wishes</p>	<p>https://www.educationandemployers.org/wp-content/uploads/2019/04/Research-summary-website-version.pdf</p> <p>Research from Education and Employers on behalf of the Government highlights the need for clear pathways for Post 16 progression as early as possible.</p>	5,7,8

<p>to receive further support with their post-16 transition routes.</p>		
<p>Mentoring Universify Programme - We have used external aspirational agencies such as Oxford University's Universify programme, an aspirational residential course to inspire disadvantaged students to aspire for Russell Group universities. https://www.universifyeducation.com/what-we-do</p> <p>Empire Fighting Chance - Selected students with issues around self esteem and relationships with peers are selected to work with in school hours to develop positive behaviours. http://www.empirefightingchance.org/</p> <p>Creative Youth Network - PP students with specific and high level needs around self-esteem, relationships with peers, anxiety and behaviour are selected work with external, skilled mentors to overcome barriers to learning and wellbeing by:</p> <ul style="list-style-type: none"> ● Building trusting relationships 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p> <p>The EEF recognises that mentoring in education can be extremely beneficial for young people who have low aspirations and self esteem mentoring can build confidence, develop resilience and raise aspirations. It can also embed the skills required for strong lasting relationships built on trust.</p>	<p>2,5,6,7,8</p>

<ul style="list-style-type: none">• Enabling their voices to be heard.• Engaging students in a wide range of activities		
--	--	--

Total budgeted cost: £ 240,220

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.

Aims	Evaluation
<p>Pastoral priority One</p> <p>Access to the Curriculum supported pastorally</p> <p>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.</p> <p>Pastoral Priority Two</p> <p>PP negative sanctions in line with Non PP</p> <p>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 HLSS on expenditure and outcomes.</p>	<p>1. Covid continued to have a significant impact on planned learning and interventions, with many continuing to take place remotely. CAG's and local data provide a means of evaluation but other methods such as student voice have been impacted by CV19 as it has taken place remotely.</p> <p>A significant amount of staffing time went into planning Elevate sessions involving AP. PP Lead and Elevate Lead.</p> <p>Student, Parent and staff feedback indicated that remote sessions were no substitute for Live Elevate sessions. These were reinstated in Term 4. This had an immediate impact on engagement academically and pastorally given the challenges of the year. Parental feedback was strong regarding regular contact and support with Maths and English during lockdown, which augmented core provision.</p> <p>PP Progress Lead took responsibility for PP+ and LAC monitoring and Evaluation. PEPs were introduced for prioritised PP+ in Key stage 3. All PEPs graded as Good/Outstanding.</p> <p>2. Disadvantaged students were a priority for monitoring work and checking on well being through daily and weekly calls. The PP Lead,</p>

	<p>SPSL, and PPPL undertook the weekly and sometimes daily check-ins. A number of Year 11 pupils did require significant support with well being. The PP Lead Worked remotely for a large part of the year and dedicated this time to working strategically with Outside agencies to support the vulnerable cohort. GCSE results indicated that CV19 and remote learning did impact results slightly.</p> <p>This involved extensive liaising with parents and pupils in the form of Progress Plans and Academic Boards.</p> <p>Average Attainment Grade decreased from 5.2 to 4.7 and Average Progress 8 from 0.29 to -0.17.</p>
<p>Academic Priority One</p> <p>Raising attainment in Core Subjects</p> <p>Raise attainment at KS4 English and Maths prioritise resources according to allocation and need distinguishing between LAC, PLAC and PP students. Evaluate interventions and small group activities, and to support the progress of LAC, PLAC and PP students and to monitor challenge and support on all aspects of student progress.</p> <p>Academic Priority Two</p> <p>Develop Parental Engagement</p> <p>Support subject leads with regular reviews of PP progress in both key stages</p>	<p>1. Action Tutoring for English and Maths students in Key Stage 4 took place throughout Lockdown remotely one hour a week for all PP students.</p> <p>Remote ACBO's with Year 11 to meet identified pupils. This presented the opportunity to monitor and complete missing work through Action plans. Study skills sessions took place prior to the mock examinations</p> <p>Meetings with Year 6 Pupils and Primary colleagues in Term 5. Complete TIPPS and prepare staff by sharing relevant information. This ensures a safe and secure transition, which diminishes pupil anxiety and potential negative behaviours.</p> <p>PP Lead met with Music staff to develop a rationale for PP students. They continue to be well represented in gospel, pop and girls and boys choir. Peri staff continued sessions with the cohort through remote sessions.</p> <p>Student voice took place in Term 6 and was used to evaluate the impact of lock down. There was detailed feedback from all pupils that was shared with staff.</p>

<p>ACBO's and study skills sessions. Bi-termly Parental Support evenings.</p> <p>Lexia literacy programme Year 7 and Additional KS4 sets English and Maths.</p> <p>'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.</p>	<p>Remote student and parent voice was again carried out to establish the impact of Elevate. Feedback was very positive and progress is notable amongst the cohort.</p> <p>Lexia replaced Bedrock and was used to support literacy for pupils in Year 7 and Elevate ensured over 80% of pupils were at age related learning levels in Maths and English</p> <p>2. Year 11 progress interviews and a parents evening were held in term One. Parents and Carers of vulnerable pupils had days identified for regular meetings with PMC. Specific review points and support from appropriate organisations are also put in place.</p> <p>PMC and RC prioritised relationships with PP+.</p> <p>These were regular zooms or phone calls and were maintained for selected pupils on return to school.</p> <p>The Elevate team also provided regular updates on progress and how pre-learning linked with curriculum work in Maths and English</p>
<p>Widening Participation</p> <p>Priority One Well being</p> <p>To ensure all students are supported and that emotional wellbeing and mental health is a priority.</p> <p>To ensure that no student falls behind and is disadvantaged.</p> <p>To ensure that no student falls behind and is disadvantaged.</p>	<p>1 Counselling and mentoring continued remotely until term 4. There were significant numbers of PP+ students requiring support and this was reflected in an additional counsellor being used.</p> <p>Costs for Ed. Psych consults were shared between the SEND department and PP budget for those pupils who were part of both cohorts.</p> <p>Increased levels of hardship were experienced resulting in a greater number of disadvantaged students. Some PP funds were used to support families entitled to the PP award. Typically, this involved funding new uniforms.</p>

<p>To address any underachievement and celebrate individual successes where we are being successful with students giving opportunities to share good practice.</p> <p>Widening Participation</p> <p>Priority 2 Raising Aspirations</p> <p>To raise aspirations and ensure no one is disadvantaged.</p> <p>Universify continued but in a remote format with lectures and coaching from lecturers at Oxford University.</p>	<p>Fairshare provided Rewards were offered to pupils who had shown evidence of engagement with remote learning.</p> <p>Action plans were put in place for Year 10 pupils during the Summer term so that they could catch up on any work missed.</p> <p>PP+ students are prioritised for Careers and post 16 interviews.</p> <p>Visits to post 16 centres distinct from BCCS are arranged and, if required, students are accompanied.</p> <p>Full allocation of students undertook the Universify Programme and will remain in it until the end of 21/22.</p>
---	--

Comparison of Year 11 results 2020/21 with previous year

	Whole School 2019/19	Pupil Premium 2019/20	Whole School 20/21	Pupil Premium 20/21
Total Year 11 Students	124	19	117	15
Average Attainment 8 grade	6.15	5.28	6.17	4.70
Average Total Attainment 8	61.54	52.75	61.73	47.00
Ave. English Attainment 8 Grade	6.4	5.17	6.62	5.33
Ave Maths Attainment 8 Grade	5.8	4.84	5.84	4.60
Average English progress 8	0.76	0.68	0.71	0.23
Average Maths Progress 8	0.31	0.11	0.20	-0.34
Average total progress 8	0.57	0.29	0.44	-0.17
Attendance Year 11	93.7%	90.00%	90.5%	91.3%
Attendance Years 7-11	93.4%	91.3%	93.5	91.9
Exclusions 7-11	73 Sessions	30 sessions	104	78

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
English and Maths support	Action Tutoring

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional Maths Support once a week for 1.5 hours over a period of 30 weeks. Careers interviews and Post 16 planning.
What was the impact of that spending on service pupil premium eligible pupils?	Above target grade in all 9 subjects with a subject progress indicator score of 1.67. The highest in the cohort.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Other initiatives not supported by the Pupil Premium Grant but available to all pupils include

Duke of Edinburgh Award - There has been an increased number of PP students involved in Key stage 4 and more recently progressing through to Key stage 5. This focuses on Leadership, building resilience and team building.

Drop down days - Focussing on SRE and in particular relationships and appropriate behaviours with peers. This was in response to Student voice and a recognition of need from some Pupil Premium students.

Student voice - Regular student voice with all Key stages focussing on Curriculum, Teaching and Learning, Behaviour for Learning SRE and uniform.

The Equalities Group - Originally formed by a number of Pupil Premium Students, the group focusses on mediation, whole school assemblies, presentations to Governors and delivering CPD to staff.

ACBO's Prioritised Academic Board meetings in Year 11 and targeted Year 10 students focussing on Mock exam results and areas to improve upon, Post 16 Pathways and guidance with careers.

Enrichment and After School clubs - There are a wide range of after school clubs DJ club, Big Brass band, Basketball, coding and Dance. There is an expectation that all students attend an extra curricular club

Just Eat mentoring - This involves Key Stage 3 pupils who attend a local business centre to develop critical skills such as leadership, team work, responsible and other transferable skills essential to study and the world of work.

Breakfast Club is available on a daily basis to all pupils free of charge supported by Fair share.