

Pupil premium strategy statement – Bristol Cathedral Choir School

This statement details our school’s use of pupil premium (and recovery premium for the 2023 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	Bristol Cathedral Choir School
Number of pupils in school	764
Proportion (%) of pupil premium eligible pupils	27.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jo Thurston
Pupil premium lead	Michael Brodie
Governor / Trustee lead	Peter Murden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,020
Recovery premium funding allocation this academic year	£ 52,440
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	£305,460

Part A: Pupil premium strategy plan: 2021-2024

Statement of intent

We recognise that our school community is diverse. Drawing from over 50 feeder schools, which range from some of the 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 compare 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 can achieve their potential. Therefore, we prioritise investment in learning opportunities for our staff, so that they understand the latest academic research and can 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 – At the start of our 3-year strategy, 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>At the beginning of the academic year 2021-2022, Year 7 PP students were twice as likely to be below average readers. Our assessments tell us that a majority of our students had expected or above reading standard age scores (86%). Furthermore, the majority of our 3 students had expected or above Mathematical abilities (75%). 23% of the PP cohort were below average compared to 12% of the non-PP.</p> <p>At the start of the strategy, Year 8 PP students generally made good progress in reading. Our assessments told us that Year 8 had a greater proportion of students with below average standard age scores for literacy (reading) and numeracy. Progress appeared to be greater for English HPP and Maths MPP. PP LPP were not making expected progress. Our observations told us that oracy and written expression was poor among our PP cohort.</p> <p>At the outset of the 3-year plan, PP students are five times more likely to be working towards foundation GCSE Maths whilst accessing lower ability groups. Year 9 had a majority that gained above average scores. Progress was slower in Maths and particularly for the students who entered 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	Parental engagement - A significant number of pupil premium parents prove challenging for the school to make contact with, 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.
6	Student Leadership - PP students are underrepresented in the opportunities the school provides for student leadership be they academic or extra-curricular.
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**, 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 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. ● 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
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>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 EEF's 'five a day' in classrooms. • A higher proportion of PP students are entered for the EBacc and participate in languages at key stage 4. • Sustain and develop 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.
To achieve and sustain consistently high levels of presentation and pride in their work	<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. • Observations reveal consistent application of the EEF's 'five a day' in the classroom. • 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 and progress review meetings. • Parents & Carers contribute to teacher information pupil passports.

<p>To embed pupil premium student leadership in all subjects and all year groups across the school and in extra-curricular activities.</p>	<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' ● PP students are well represented in extra-curricular activities ranging from music to sport to student agency
<p>To ensure all PP students make successful transitions at Year 7, GCSE and Post-16</p>	<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 BCCS sixth form amongst PP students has increased. ● No PP students are NEET
<p>To achieve and sustain improved wellbeing for all disadvantaged pupils.</p>	<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: 2022-2023

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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching – Steplab</p> <p>Teachers are paired together to spend one hour every two weeks coaching or being coached. Designed to ensure all students have access to high quality teaching and learning across the curriculum. Prioritises the implementation of the ‘five a day’ approach.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</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 .</p>	1,2,3,4
<p>Whole School CPD – EEF Five a Day</p> <p>To train teachers in the EEF’s ‘Five a Day’ principle as a means to create consistent high-quality teaching in the school, which particularly benefits PPSEND students.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669051677</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p>	1,2,3,4
<p>Staffing – Inclusion Roles</p> <p>Restructuring of the Inclusion team to include lead teachers and lead LSAs for the areas of Social, Emotional and Mental Health, Cognition and Learning and Communication and Interaction.</p>	<p>DFE, Supporting the Attainment of disadvantaged pupils: articulating success and good practice (2015)</p> <p>The DfE assert that successful schools ‘have clear, responsive leadership’.</p>	1,2,3,4,5,7,8
<p>Inclusive classroom CPD for teachers of Year 7</p> <p>Teachers provided with CPD on teaching strategies to utilise in Year 7 learning groups to aid transition.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1,2,6,7,8

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669051677 Research shows that that metacognitive strategies and individualised approaches for learnings alongside high quality teaching can have a significant positive impact on SEND students and others.	
Staffing – Separation of the PP Lead and Designated Teacher role Designed to ensure stronger targeted support for range of PP students.	DFE, Supporting the Attainment of disadvantaged pupils: articulating success and good practice (2015) The DfE assert that successful schools ‘have clear, responsive leadership’.	1,2,3,4,5,6,7,8

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elevate A bespoke programme focussing on Pupil Premium Plus students, which is 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 through pre-teaching.	https://www.beib.org.uk/category/smallgroup-tuition/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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.	1,2,3,4,5,6,7
Additional Music Tutoring Year 7 Trailblazers 50% of music lesson costs are met by the Pupil Premium for our Year 7 cohort. Music is a specialism at BCCS and the Pupil Premium continues to support students as and when deemed appropriate with additional costs toward their musical interests.	DfE, The Importance of Music (2011) 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.	2,4,6,7,8

<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. 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/ 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>1,2,7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Off the Record –Resilience Lab Programme</p> <p>CPD provided to pastoral support leaders to enhance students’ resilience in school.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>The EEF suggests that social and emotional learning can have moderate impact for very low cost.</p>	<p>7,8</p>
<p>SEMH Support: Counselling, CAMHS and Ed Psychologists</p> <p>We provide 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.</p>	<p>https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext</p> <p>Research demonstrates that despite its expense school-based counselling is effective and should be utilised as a therapy for children suffering from mental health issues.</p>	<p>2,4,5,8</p>
<p>Outdoor Education – Forest School</p> <p>Year 7 PP pupils are provided with a regular opportunity to attend a weekly Forest School during the transition period. Those who attend are those identified as having had a difficult transition or at risk of poor attendance</p>	<p>https://cdn.forestresearch.gov.uk/2022/02/fr0112forestschooolsreport.pdf</p> <p>Research shows that children display positive changes in behaviour that can be attributed to their involvement in Forest School.</p>	<p>2,4,6,7,8</p>

due to associated risk factors.		
<p>Careers</p> <p>BCCS employ a careers advisor who works for 2 days per week with students around issues such as KS4 choices, work experience and post-16 options. 1:1 interviews are provided to Year 11 to support them with their post-16 applications.</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>Support for extra-curricular activities and trips.</p> <p>PP students are able to access 50% discount for school trips and extra-curricular activities such as peripatetic music lessons</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>The research shows that this type of support has the potential to improve academic outcomes. However, importantly, it also ensures that students can take part fully in broader school life.</p>	2,6,7,8
<p>Mentoring University Programme</p> <p>We have used external aspirational agencies such as Oxford University's University programme, an aspirational residential course to inspire disadvantaged students to aspire for Russell Group universities.</p> <p>University</p> <p>Empire Fighting Chance</p> <p>Selected students with issues around self-esteem and relationships with peers are selected to work with in school hours to develop positive behaviours.</p> <p>Empire Fighting Chance</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>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>	2,5,6,7,8

<p>Creative Youth Network</p> <p>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>Enabling their voices to be heard.</p> <ul style="list-style-type: none"> ● Engaging students in a wide range of activities <p>Creative Youth Network</p>		
<p>Breakfast Club</p> <p>We work with FareShare to offer a free breakfast for our students each morning.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>Evidence shows that ensuring that students have a nutritious breakfast can improve educational outcomes.</p>	<p>6, 7, 8</p>

Budgeted cost: £25,460

Total budgeted cost: £305,460

Part B: Review of outcomes in the previous academic year: 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Priority 1: Literacy and numeracy

Year 11 PP students in 2022 achieved a P8 score of -0.08. PP English average P8 was 0.44 and PP Maths average P8 was -0.16. LAC and PLAC English average Progress 8 was -0.1 and average Maths progress 8 was -0.29. This represents an improvement on 2021 where English Average Progress 8 was -0.40 and Maths average Progress 8 was -0.48.

The school's action tutoring programme has had a positive impact on literacy and numeracy. Across all year groups (7,10 and 11) students made an average of 10% progress in English and 12% in Maths against their baseline test. GCSE outcomes for Year 11 students that accessed the programme 73.7% gained at least grade 4 in English Language and 63.2% in Maths.

The Year 7 tier 2 vocabulary tutor programme implemented in 2021-2022 had significantly positive results for PP students. Autumn term results demonstrated that between the baseline and the midpoint review the PP cohort's mean percentage score increased by 7.36% and that this continued over time, as the data from the final review point showed an increase in the mean percentage score of 10.32% from the term 1 baseline. This compared favourably to the non-PP 4.04% average progress between the baseline and final review point. In addition, the average student score gap between the PP and non-PP cohort closed from 9.06% (baseline) to 2.78% (final review point). Equally, term 2 performance increased from 67.92% average score to 75% average score and the mean percentage score gap between PP students and the broader cohort decreased from 10.54% to 4.46%.

The use of Lexia in Key Stage 3 has also had a positive impact on students' literacy. Student voice revealed that most felt Lexia helped to improve their reading, writing and grammar skills. Comparison between Lexia usage and attainment in Y7 indicated that of the 7 students listed as 'below' expected progress in English, 5 are not currently hitting their Lexia targets. Of the 13 students who are regularly hitting their weekly targets, 6 are listed as making 'above' expected progress in English and 5 as making 'expected' progress

	Comparison of Year 11 results 2021/22 with previous years					
	Whole School 2019/19	Pupil Premium 2019/20	Whole School 20/21	Pupil Premium 20/21	Whole School 21/22	Pupil Premium 21/22
Total Year 11 Students	124	19	117	15	152	41

Average Attainment 8 grade	6.15	5.28	6.17	4.70	5.89	4.71
Average Total Attainment 8	61.54	52.75	61.73	47.00	58.90	47.10
Average total progress 8	0.57	0.29	0.44	-0.17	0.36	-0.08
Ave. English Attainment 8 Grade	6.4	5.17	6.62	5.33	6.56	5.52
Ave Maths Attainment 8 Grade	5.8	4.84	5.84	4.60	5.45	4.44
Average English progress 8	0.76	0.68	0.71	0.23	0.79	0.44
Average Maths Progress 8	0.31	0.11	0.20	-0.34	-0.01	-0.16

Priority 2: Curriculum

A significant amount of work has been completed to ensure that our curriculum offer reflects the diversity of our student cohort. The work completed by departments has had particular focus on continuing the process of decolonising the school's curriculum and there are successful examples at the subject level in English, History, Music and Art. In addition, we have begun the process of ensuring that the curriculum is planned through a lens of inclusion. In order to support this, the Pupil Premium Lead led a CPD Hub on how the curriculum should not make prior assumptions around PP students' prior knowledge, language and learning behaviours.

The Elevate programme has ensured that PP+ students in both Key Stages 3 and 4 are provided with the small group tuition with subject experts in Maths and English and are supported with a mentoring model, which has had significant results in improving student attainment and progress. Student voice reveals that this programme has helped with student confidence, improved classroom leadership and

built stronger relationships with staff. This adaptation of the curriculum to student needs has been incredibly successful in raising PP+ attainment and progress.

We have also prioritised, at the request of subject leaders, a significant increase in PP funding for participation in residential trips. Subject leaders argued that this was the best means to build PP engagement with the curriculum. The result of this is that that 19% of students attending a forthcoming residential trip to Paris in the summer of 2023 are eligible for PP funding.

Priority 3: Presentation and pride

The school has implemented several school-wide teaching and learning strategies which are designed to improve presentation and pride. Firstly, silent starts to lessons have become a mandatory feature of lessons with the aim of ensuring calm starts to lessons. In addition, we have also focused on developing the school-wide 'Silent Improvement Time' initiative, which takes place in tutor time each week. The PP Lead and Designated Teacher have used this time to check perform 1-1 discussions with pupils about the presentation and pride in their books. This has encouraged students to improve their own work and take responsibility and pride in their own learning. In addition, Heads of Year regularly implement 'Celebration Assemblies' where presentation and pride in work is recognised at regular intervals.

However, there is a still significant issue around presentation and pride amongst the PP cohort, with many of the books of pupil premium students continue to demonstrate disproportionately high levels of incomplete work and/or poor presentation. In addition, books are more commonly lost. Student voice data reveals that only 43% of students believe that they take pride in their work.

Priority 4: Attendance and punctuality

Attendance for PP students still presents a challenge for the school. Last year the PP cohort's attendance was 89.3%, in comparison to 93.1% for the non-PP cohort. In addition, there continues to be a trend where the average attendance of PP students generally decreases as throughout the year groups from year 7 (92.3%) to year 10 (86.9%) with a slight upturn in year 11 (89.5%). This is significantly below the school target of 96%; however, the impact of COVID isolation has had a significant impact on attendance figures.

The school continues to support attendance via celebration assemblies and other rewards. The school also continues to implement a staircase of intervention, which begins with tutors and can escalate to intervention with an educational welfare officer.

Priority 5: Parental engagement

Many parents of PP students still prove difficult to engage with their children's learning. Parents of pupil premium student continue to be overrepresented in non-attendance at parents' evenings and information evenings. However, several steps have been taken to improve communication between parents and the school in 2021-2022. We have employed a Somali interpreter (a significant proportion of the PP cohort are from Somali backgrounds) for information evenings and recorded these videos so that parents can access them at a time that suits them. The school is also currently reviewing attendance at parents' evenings to determine whether in-person or online events garner most engagement with PP parents.

The school has also transitioned to using class charts as its attendance/behaviour operating system, which allows parents to be updated instantly on behaviour and rewards. We have also held Progress Review Meetings to discuss attendance and academic outcomes with all pupil premium Year 11 students. Attendance at these meetings was extremely positive, with the vast majority of parents attending. In addition, it is intended that a restructuring of the inclusion department for September 2022 will allow parents to quickly access the most appropriate professional to support their child and enable staff to offer appropriate targeted support.

Priority 6 Student Leadership

Both student voice and observations of teaching highlight largely consistent prioritisation of pupil premium students for questioning during lessons. A student survey suggests that 67% of students believe classroom feedback helps them improve and 81% think that teacher explanation helps them understand. However, in a staff CPD survey 75% of staff identified 'planning lessons which provide students with opportunities to develop their independence; scaffolding learning to develop self-regulating processes through explicit teaching, modelling and interactions' as either a high or medium priority. More work is required with departments to ensure that Subject Programmes of Study explicitly identify where and when there are concrete opportunities for PP student leadership. This is particularly important as a student survey revealed that only 30% of students feel they 'think hard' in lessons.

Students continue to be well represented in the different extra-curricular music opportunities, particularly in the range of choirs and sports teams. Peripatetic music lessons for PP students amounted to 9.30% of the total. This is significantly below the percentage of pupil premium students in the school and we continue to strive to ensure that they are also fully inclusive of our student body via regular communication with the Music Department.

Priority 7: Transition

The school has renewed its approach to Year 7 transition this year. We have prioritised teacher-engagement with PP and PP/SEND students by adopting a 'learning without labels' approach. Staff have been encouraged to adopt class-appropriate strategies and record their observations on students to contribute to the school's pupil passports. We hope that this will ensure that staff will build a greater understanding of the needs of cohort, identify SEND and build stronger relationships with the students. The impact of this change has yet to be assessed but will be measured through behaviour, absence and rewards after the first term of 2022-2023. Student and parent voice will be taken to assess whether PP students are valued, settled, supported and thriving across the curriculum

In 2022, 97.4% of PP student went on to go on to 6th Form/FE/HE, and 2.5% to apprenticeships. There were no NEET students. The most popular destination for students after their GCSEs was BCCS sixth form, which was chosen by 25% PP of students. In comparison, 52.6% of non-PP students choose BCCS sixth form. We continue work to close this gap. Overall, PP students went to 11 different Post 16 providers.

Priority 8: Student Wellbeing

The school has restructured its inclusion department with a number of new roles. There is now a Specialist Teachers for SEMH, Cognition and Learning and communication and interaction. It is too early to assess the impact of these changes. However, the intention is that students will be able to receive

specialist support in a more timely fashion and enable the school's approach to student wellbeing to be more proactive.

The school continues to employ the services of a school counsellor and PP students are significantly overrepresented in the caseload. We have provided targeted support for students across all year groups to help build resilience and these sessions have been positively received by students. The impact of the COVID pandemic continued to mean that a greater proportion of students required SEMH support,

Unfortunately, PP students continue to be slightly overrepresented in exclusions with 30.2% of all exclusions being related to PP students.

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
Maths and English Tuition	Action Tutoring
Literacy	Lexia
Coaching	Steplab
Forest School	Bristol Forest School

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A