

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 2024 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 2023
Date on which it will be reviewed	December 2024
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	£297,148 (of which, £30,360 allocated to the LA for CiC)
Recovery premium funding allocation this academic year	£ 52,716
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	£349,864

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 - 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 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 PPSEND. 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. 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 at the start of the 3 year strategy was 91.9% in 2020/2021 compared to 93.5% non-pupil premium.</p>

5	Parental/Carer engagement – The school has not yet done enough to improve engagement with parents of pupil premium students. This challenge is more complex because English is not the first language in a significant proportion of our pupil premium students' homes. As a result, unfortunately PP parents/carers are disproportionately overrepresented amongst those the school finds difficult to engage with their child's learning.
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.

	<ul style="list-style-type: none"> ● 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: 2023-2024

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: £170,000

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 – PP Lead, Deputy PP 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: £ 110,000

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 though 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/fr0112forestschoolsreport.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. 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. 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>Lovesquared</p> <p>PP students with EHCPs are provided with personalised support via:</p> <ul style="list-style-type: none"> • Specialist tuition • Therapeutic mentoring <p>Lovesquared</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>	6, 7, 8

Budgeted cost: £79,864

Total budgeted cost: £349,864

Part B: Review of outcomes in the previous academic year: 2022-2023

Pupil premium strategy outcomes

Priority 1: Literacy and numeracy

Year 11 PP students in 2023 achieved a P8 score of -0.17. PP English average P8 was 0.14 and PP Maths average P8 was -0.14. This represents a mixed picture in terms of P8 where there was a slight improvement in Maths, which was -0.17 and a fall in English, which was 0.44 in 2022. PP+ English average P8 was -0.97 and average Maths progress 8 was -0.61. This represents a marked decline on the results from 2022 where PP+ English average P8 was -0.1 and average Maths progress 8 was -0.29. These outcomes reflect a cohort, which experienced significant pastoral challenges. However, a thorough review of provision for PP+ students is currently being undertaken in response.

The school's action tutoring programme has had a positive impact on literacy and numeracy according to the progress made between students' baseline assessments and final assessments. Across all year groups (7, 10 and 11) students made an average of 15% progress in English and 7% in Maths against their baseline test. However, this progress was not reflected in improved GCSE attainment amongst this cohort. Therefore, this year we have implemented changes to incorporate greater focus on exam-style questions in sessions. In Maths, tutors will support with sparks homework and in English there is to be a great alignment with the GCSE questions. The impact of these changes will be evaluated next year. Students received 421 individual tutoring sessions, attendance for Maths sessions was 62%, and English was 57%. We have altered our tutoring structure in an effort to improve attendance for this year and we will assess the impact of this next year.

The school has made significant progress in reading with our PP cohort. They are currently making more progress than our non-PP cohort. Our current year 9 PP cohort have demonstrated positive progress in the NGRT test over time. Their mean SAS score has improved from 99.2 in Year 7 to 104.9 in Year 8, a +5.7 difference. The percentage of the cohort with 'very low' or 'below average' scores dropping from 23% of the cohort in Year 7 to 18% in Year 8. This compares favourably to the non-PP cohort who had a mean SAS score of 111.9 in Year 7 and 116.1 in Year 8, a positive difference of +4.2. Similarly, our Year 10 PP cohort saw their mean SAS score move from 109.4 in Year 7, to 113.3 in Year 8 and 113.5 in Year 9. This represents a mean difference of +4.1. The proportion of students in the cohort by the end of Key stage 3 whose SAS score was 'above average' or 'very high' was 62%. This compares to 51% in Year 7. In comparison, non-PP students' mean SAS score was 114.5 in year 7, 117.3 in year 8 and 117.2 in year 9, which represents a mean difference of +2.7.

In spelling, data has also demonstrated that PP students are currently making more or as much progress as their non-PP peers. Our current Year 9 PP cohort have made positive progress in the NGST test over time. Their mean SAS score in Year 7 was 95.6 and in Year 8 it was 97.0. This represents a mean SAS difference score of +1.4. In comparison, our current Year 9 non-PP cohort had the mean SAS score in Year 7 was 104.6 and in Year 8 it was 106.1, a difference of +1.4. Our current Year 10 PP cohort have moved from a mean SAS of 102.8 in Year 7 to 107.3 in Year 8 before dropping to 106.0 in Year 9. Across Key Stage 3 this represents a difference of +3.2. This progress compares favourably to that made by the non-PP cohort, where the mean SAS moved from 107.0 in Year 7, 108.4 in Year 8 and to 109.9 in Year 9, a difference of +2.9.

There is a correlation between those students who have made significant progress in their individual SAS reading score and those who have been issued with a Lexia subscription. PP students in Year 9 who have had access to a Lexia subscription since Year 7 have made an average of +5.13 improvement in their NGRT SAS score. However, those who have consistently used the programme effectively have made greater progress than those whose use has been

inconsistent. We know that there has been inconsistency in the use of Lexia across year groups and we are working to ensure students become regular users via the establishment of a homework support group.

3 Year Trend of GCSE Results – Whole School v PP Results						
	Whole School 20/21	Pupil Pre- mium 20/21	Whole School 21/22	Pupil Premium 21/22	Whole School 22/23	Pupil Premium 22/23
Total Year 11 Students	117	15	152	41	150	44
Average At- tainment 8 grade	6.17	4.70	5.89	4.71	5.49	4.09
Average Total Attainment 8	61.73	47.00	58.90	47.10	54.86	40.87
Average total progress 8	0.44	-0.17	0.36	-0.08	0.47	-0.17
Ave. English Attainment 8 Grade	6.62	5.33	6.56	5.52	6.03	4.72
Ave Maths At- tainment 8 Grade	5.84	4.60	5.45	4.44	5.21	4.11
Average Eng- lish progress 8	0.71	0.23	0.79	0.44	0.73	0.14
Average Maths Pro- gress 8	0.20	-0.34	-0.01	-0.16	0.22	-0.14

Priority 2: Curriculum

In 2022-2023 we began implementing our whole school teaching and learning strategy of embedding the EEF's 'five a day' principle, beginning the process of ensuring that the curriculum is planned through a lens of inclusion. In 2022-23, we began work on embedding high quality explicit instruction and scaffolding throughout the school. The impact of this has been positive. Student voice stated that 81% of students responded that they agreed that their teachers explained key concepts in a way, which helped them to be understood. In addition, Department Development Studies revealed that strong explicit instruction is embedded across numerous departments, including Geography, PE, Art, Maths and History and strong embedding of scaffolding in English, Maths and DT. Finally, our staff-coaching scheme was linked to improving the quality of explicit instruction and, with 80% of staff, agreeing that, the feedback they received in through coaching had a positive impact on their practice. The Pupil Premium Lead continued to lead a CPD session for new staff on how the curriculum should not make prior assumptions around PP students' prior knowledge, language and learning behaviours.

We have a thoroughly embedded 'Futures' programme, which includes a wide-range of support which is afforded to our PP cohort in order to prepare them for life beyond school. This includes personalised WEX support, Employer encounters, careers guidance meetings, trips to national apprenticeship shows, post-16 application support, take your child to work opportunities and future careers guidance in PSHE and morning tutor sessions. We have also embedded subject-specific careers guidance in subject lessons during the school careers week. All of this means that PP students at BCCS are well supported in making appropriate choices for their lives beyond school.

The Elevate programme continues to ensure that PP+ students in both Key Stages 3 and 4 are provided with 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. The foci for 2023-24 is trauma informed teaching strategies alongside metacognition and assessment points

We have continued to prioritise, 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. This year we funded 79.1% of our Year 7 PP cohort to attend summer camp. We have also supported a number of PP students to pursue the Duke of Edinburgh Award. We have a long-standing commitment to financially supporting PP students in accessing peripatetic music lessons. In 2022-2023, PP students took 14.7% of these lessons. We continue to work to improve take-up in this area.

This year we have also become more effective at using CAT scores and other data fields to plan targeted interventions for PP/SEND students. We have particularly focused on using LSAs to pre-teach key concepts and vocabulary in our curriculum in order to ensure students all our students are able to access the content of lessons.

Priority 3: Presentation and pride

The school has implemented several school-wide teaching and learning strategies, 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. Data connected to this has demonstrated that PP student are slightly overrepresented in incidents involving failed silent starts in lessons, accounting for 37% of incidents. In addition, PP students account for 43% of incidents where classwork has not met the expected standard. This is a decrease on 2021-22, where PP students accounted for 41.3% of classwork-related behaviour incidents. Finally, PP students received 26.5% of the house points awarded for 'responsibility for learning' in 2022-2023. This was a slight increase on 2021-22, where PP students received 25% of the

house points for 'responsibility for learning'. This data demonstrates that we are making modest progress in improving students' presentation and pride and that this is being reflected in students' behaviour and rewarded by class teachers.

We have continued to develop the school-wide 'Silent Improvement Time' initiative, which takes place in tutor time each week. The PP Lead and Designated Teacher continue to use 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 made them more accountable for the presentation own learning. In addition, Heads of Year regularly implement 'Celebration Assemblies' where presentation and pride in work is recognised at regular intervals.

However, PP students' books were overrepresented amongst those deemed to be of concern in book scrutiny activities last year. As a result, it is appropriate that PP students continue to be a focus within the school's marking policy and a priority for tutor engagement during Silent Improvement Time.

Priority 4: Attendance and punctuality

Attendance for PP students continues to present a significant challenge for the school. Last year the PP cohort's attendance was 87.30%, in comparison to 92.51% for the non-PP cohort. This is significantly below the school target of 96% but reflects the difficulties faced nationally with PP attendance and is only slightly below the national average for students in receipt of FSM, which stood at 88.6% for 2022-2023. There continues to be a trend where the average attendance of PP students generally decreases as throughout the year groups from year 7 (89.15%) to year 11 (83.99%).

PP students also outweigh non-PP in terms of poor punctuality. In 2022-2023, the lateness rate for PP students stood at 6.60% and for non-PP students it was 4.06%.

The school continues to support punctuality and 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.

Year Group	7	8	9	10	11	Average
Attendance	89.15	86.09	90.58	86.70	83.99	87.30
Late	4.89	5.19	5.71	7.95	9.24	6.60

Priority 5: Parental/Carer engagement

Parents of pupil premium student continue to be overrepresented in non-attendance at parents' evenings and information evenings. In 2022-2023, our PP parent/carers attendance at Year 9 Parents' Evening was 79% and for Year 8, it was 73%. This compares unfavourably to non-PP attendance. In order to improve our reach we have begun trialling using the PP Lead to collect information during the parents' evenings and passing on to parents/carers at a more suitable time. This was done at the most recent Year 11 Parents' Evening.

Our equalities lead is beginning to work on developing a sense of 'belonging' in the school, which we hope, will improve PP parental engagement. We have also made overtures to the Somali-speaking parental community to help improve parental engagement with this particular element of our cohort. However, we are yet to see any sustained success with this initiative. We also continue to hold progress review meetings to discuss attendance, academic outcomes and future aspirations with all pupil premium Year 11 students. Attendance at these meetings continues to be extremely positive, with the vast majority of parents attending.

This year we have implemented a number of different ways to engage our PP parent cohort. For example, we have held PP+ parent /carer coffee mornings, which have been successful at engaging parents/carers with school and provided the opportunity for parents/carers to network together. In addition, we have utilised a parental survey to reach out to PP parents. Our June 2023, parental survey demonstrated that a number of parents continue to prove difficult to engage. Only 16.7% of PP parents responded which highlights the need to try other avenues of communication. Nonetheless, 36.4% of respondents were unable to state that they felt confident in supporting their child with their schoolwork and that 45.5% of respondents did not agree that their child read independently outside of school. Both of these are areas we intend to improve this coming year.

Priority 6 Student Leadership

House point data for 2022-2023 highlights that PP students received 28.3% of awards related to 'courage'. This closely mirrors the proportion of PP students in the school and is a slight increase on the figure of 27.1% in 2021-2022. This demonstrates that students are increasingly demonstrating leadership in the classroom and are rewarded for this by teachers. Observations of teaching correlate with this finding and highlight that PP students are prioritised for questioning during lessons. Our parent survey revealed that 54.6% of PP parents/carers who responded believe that lessons encourage their child to work independently. 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.

Our PP students have strong representation on our school council, making up four of the ten members. However, they are slightly underrepresented as tutor group representatives, making 9/50 members. The student council and tutor group representatives have contributed to school policy on toilet breaks and on school uniform and have also had an impact in celebrating cultural diversity.

Students continue to be well represented in the different extra-curricular music opportunities, particularly in the range of choirs and sports teams. However, peripatetic music lessons for PP students amount to 12.64% of the total number of lessons. This is an increase from 9.30% of the total from the previous year. In addition, 10.1% of our year 7 trailblazers are PP which is the highest proportion we have had. Nonetheless, this remains 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 renewed its approach to Year 7 transition last year. We 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. This has ensured that staff have built a greater understanding of the needs of cohort, have identified SEND needs more quickly and built stronger relationships with students.

In the first term of the academic year 2022-2023, PP students were associated with 61.4% of logged incidents regarding attendance, bullying, mental health and pastoral concerns in their year group. This was a disproportionately high percentage, albeit skewed by the fact that this cohort has significantly high levels of need. In the first term of 2023-2024, the Year 7 PP cohort made up 50% of these incidents which shows a significant decrease on the previous year but demonstrates that work continues to need to be done to ensure that transition for PP and particularly PP+ students is as successful as possible,

In 2023, 93.2% of Year 11 PP leavers went on to go on to 6th Form/FE/HE, and 2.3% to apprenticeships. There was one NEET student. This shows a slight drop from 2022 when 97.4% went on to go on to 6th Form/FE/HE, and 2.7% to apprenticeships. The most popular destination for students after their GCSEs continued to be BCCS sixth form, chosen by 34% PP of students. In comparison, 45.5% of non-PP students choose BCCS sixth form, a gap of 11.5%. This demonstrates significant progress in ensuring proportionally more PP students are choosing the sixth form (in 2022 only

25% of PP students chose BCCS sixth form) and the in closing the gap between PP and non-PP leavers choosing the school's sixth form (in 2022, there was a 27.6% gap).

We will further refine our transition process this year to ensure that all PP students are provided with outstanding personal development throughout KS3 and KS4 to enable them to transition successfully from year 11. This will include beginning a 3-year personal plan for each PP student. This will begin to be implemented in Year 9 from 2023-2024.

Priority 8: Student Wellbeing

In 2022-23 school has restructured its inclusion department with a number of new roles. There is now a Head of Area for SEMH, Cognition and Learning, Communication and Interaction and Physical and Sensory. As a result of this change the school has become more successful at early identification of SEND needs for PP and channelling them to appropriate support. SEMH is the most common need amongst the PP cohort of the school. In the last year, we have introduced a swimming intervention for these students in order to help our cohort build water confidence and develop life-long skill. We have also ensured that PP+ students are prioritised for ELSA, EP referrals, drawing and talking interventions and SALT assessments to ensure that the needs of this particularly vulnerable cohort are identified early and met adequately.

In the academic year 2022-2023, PP students were slightly overrepresented in incidents relating to mental health, making up 31.5% of incidents. This is a slight increase on the year 2021-2022, where PP students were accounted for 27.8% if incidents. However, this increase is broadly representative of the increase of PP students as a proportion of the students in the school.

The school continues to employ the services of a school counsellor and PP students are overrepresented in the caseload. In 2022-2023 PP students made up 37% of the counselling caseload and in 2023-2024 this remains largely unchanged at 36.9%. We also continue to provide targeted support for students across all year groups to help build resilience and these sessions have been positively received by students.

Unfortunately, PP students continue to be slightly overrepresented in behaviour incidents throughout the school. In 2022/23, PP students accounted for 32.85% of all detentions. This is an improvement on 2021/22 when PP students were responsible for 35.82% of all detentions. However, it is concerning that, 48.58% of all internal exclusions were PP students in 2022/23. This represents a significant increase on the figure of 35.82% in 2021/22. This trend is being addressed in 2023-2024. Partnerships with House of Elite Basketball and Empire Fighting Chance who provide mentoring through sport with students at risk of exclusion are under development in order to support this.

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
Adoption Support Youth Group	FACE and Adoption West

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