

Pupil premium strategy statement – Bristol Cathedral Choir School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	766 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	30.5% (2024-2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Wade Nottingham
Pupil premium lead	Michael Brodie
Governor / Trustee lead	Peter Murden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 154,300 (deprivation premium) £110,510 (PLAC premium) £33,410 (CiC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 264,810 (and £33,410 held with LA)

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 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.

Challenges

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

Challenge number	Detail of challenge
1	Literacy - There has been a trend over recent years of the average NGRT SAS score of PP students being significantly lower than the average score of non-PP students and often 100<. In addition, a significant proportion of our PP cohort enter the school with SAS reading scores of 90<. This means that our PP cohort often have a more limited vocabulary, less secure background knowledge, have difficulty identifying key points and struggle to draw inferences from or summarise text. As a result, it is often more difficult for our PP cohort to engage with our curriculum in comparison to their non-PP peers.
2	Attendance - 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 2023/4 compared to 93.5% non-pupil premium. We know from cross-referencing the progress and attainment of our PP students with their attendance that attendance is the single-most significant impact on academic performance in our school and therefore it is imperative that we address this issue if we are going to be effective at closing the attainment gap in our school. This target is situated within the context of a 'generational challenge of school absence' outlined in one of the government's six missions laid out in the Breaking Down Barriers to Opportunity - UK Government - 2024 .
3	Behaviour – It is clear that our PP cohort are overrepresented in our higher-level behaviour incidents which require a sanction. At the start of the strategy in 2023/24, the PP cohort were issued 49.73% of Level 2 detentions for behaviour and 55.89% of all internal suspensions in our Behaviour Support Unit. 51.40% of SLT detentions were accrued by PP students in 2023/4 which again means the PP cohort were significantly overrepresented in this sanction.
4	Extra-curricular Involvement and Provision – Our records demonstrate that students who are eligible for the PPG are underrepresented in some of our core extra-curricular activities. Despite our standing as a Music Specialism at the start of this 3-year strategy, only 12.63% of peripatetic music lessons are undertaken by PP students and only 10.1% of those enrolled in our Trailblazers scheme were PP. This is significantly below the school-wide percentage of PP students. PP students are also underrepresented in other initiatives where students can show leadership such as Year 7 Camp and the Duke of Edinburgh Award Scheme. We also recognise the need for our extra-curricular provision to reflect the interests, activities offer a range of opportunities to develop their cultural capital, physical health, leadership and new skills.
5	Presentation and pride - It has been recognised by our school improvement partners and in observation and book scrutiny that our PP cohort are overrepresented amongst books. In addition, PP students are overrepresented in behaviour points given for poor classwork, failing silent starts and lack of equipment.

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
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<p>To achieve significant and sustained progress for students in their NGRT SAS as they move through and completed KS3 and to ensure that there is a significant drop in the raw number of PP students who have a NGRT SAS score of under 100 by the end of Year 9.</p>	<ul style="list-style-type: none"> • The raw number of PP students who have NGRT SAS reading scores of under 100 will decrease as the students move through KS3. • All PP students will make at least an average of +5% progress over the course of KS3 in their NGRT SAS scores from their baseline in Year 7. • PP students who receive targeted reading comprehension interventions will make accelerated progress in the NGRT SAS scores. • PP student surveys will reflect an increase in the number of students who read for pleasure outside of school. • Lesson observations, external reviews, department development studies and coaching statistics will demonstrate that reading comprehension strategies, particularly focusing on oracy are well embedded within the school.
<p>To achieve and sustain improved attendance for our disadvantaged pupils</p>	<ul style="list-style-type: none"> • PP attendance will average at 96% attendance across all year groups. • There will be no attendance gap between PP and non-PP students. • PP students will not be overrepresented in data on lates. • There will be a decrease in the raw number of pupil premium students who are classified as persistent absentees.
<p>PP students achieve and sustain consistently high levels of presentation and pride in their work.</p>	<ul style="list-style-type: none"> • Book scrutiny, classroom observations and external reviews reveal consistently high levels of pride and presentation across the curriculum with no discernible difference between PP and non PP students. • Qualitative data from student voice, student and parent surveys and teacher observations reveal PP students have pride in work. • PP students are rewarded proportionally in line with their numbers across the school for 'responsibility.' • Positive rewards are given to PP Students in proportion to their numbers for their use of the STAR method for listening and attention in the classroom. • PP students consistently take part successfully in SIT time to review and revise their own work.
<p>To reduce the overrepresentation of PP students by at least 10% in L2-5 behaviour during the course of this strategy.</p>	<ul style="list-style-type: none"> • PP students will not be overrepresented in L2 behaviour points and detentions, including SLT detentions. • There will be a significant reduction in the overrepresentation of PP students in the school's internal and external exclusion data. • PP students engage with personalised behaviour-related interventions.
<p>To ensure our extra-curricular offer ensures that the PP cohort are actively engaged, proportionally represented and exposed to new experiences which develop their physical and mental health, cultural capital and leadership skills.</p>	<ul style="list-style-type: none"> • PP students are proportionally represented in the take up of peripatetic music lessons, choirs, sports and Duke of Edinburgh • PP students are able to access both domestic and international trips and are proportionally represented in these. • All PP students, where possible, access Year 7 Camp. • The extra-curricular offer of the school reflects the interests of the PP cohort. • That extra-curricular activities offer a range of opportunities to develop their cultural capital, physical activity, leadership and new skills. • PP students report a strong sense of belonging in the school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88379

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Instructional 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>Effective Professional Development - Guidance Reports - EEF</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>	<p>1,2,3,4,5 £30000 (contribution)</p>
<p>Whole School CPD and Implementation - 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 PPSSEND students.</p>	<p>Collaborative Learning Strategies - Teaching and Learning Toolkit - EEF</p> <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional +5 months’ progress, on average, over the course of an academic year. The 5 a day approach</p> <p>Breaking Down Barriers to Opportunity - UK Government - 2024</p> <p>The government has made its long-term mission in education to ensure every child can ‘achieve and thrive at school, through excellent teaching and high standards.’ The government also states that this ‘will include a focus on disadvantaged children and those with special educational needs and disabilities.’ Therefore, our implementation of the EEF’s ‘5 a day’ approach for SEND learners reflects this mission.</p>	<p>1,2,3,5 £40000 (contribution)</p>
<p>Staffing – Inclusion Roles</p>	<p>Supporting the attainment of disadvantaged pupils - 2015 - DFE</p>	<p>1,2,3,4,5 £18379 (contribution)</p>

<p>The Inclusion team includes lead teachers for PP and a Designated Teacher and lead LSAs for the areas of Social, Emotional and Mental Health, Cognition and Learning and Communication and Interaction ensuring students PSEND students are effectively supported.</p>	<p>The DfE assert that schools which are effective at narrowing the attainment gap 'have clear, responsive leadership' and 'ensure their staff have the skills and training to take on more specialists roles.'</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £184,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Elevate</p> <p>A bespoke programme focussing on Pupil Premium Plus students, which is designed specifically around their needs at that moment in time. Additional weekly sessions of Maths and English that focus on numeracy and literacy skills and building leadership through pre-teaching.</p>	<p>One to one tuition - Teaching and Learning Toolkit - EEF</p> <p>The EEF argues that PP students typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. The EEF suggests that one-to-one tuition can have an impact of +5 months.</p>	<p>1,2,3,5</p> <p>£180,000</p>
<p>Targeted Year 11 Homework/Revision Intervention</p> <p>A programme targeting key Year 11 students with poor homework completion and lower attainment and progress. Ran by both the Designated Teacher and the Pupil Premium Lead.</p>	<p>Homework - Teaching and Learning Toolkit - EEF</p> <p>The EEF suggests that prioritising homework completion for disadvantaged students can have an impact of +5 months.</p>	<p>1,3,5</p> <p>£3360</p>

<p>Small group Reading</p> <p>A tutor time programme with small groups of pupil premium students in KS3 who have low SAS scores in the NGRT test and/or and have demonstrated little progress in this test over time.</p>	<p>Reading Comprehension Strategies - Teaching and Toolkit - EEF</p> <p>The EEF suggests that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Teaching Assistant Interventions - Teaching and Learning Toolkit -EEF</p> <p>The EEF suggests that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p>	<p>1,2,3</p> <p>£950</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25531

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 Swimming Intervention:</p> <p>A weekly KS3 intervention targeting students who are not water confident, are beginners or who do not swim.</p>	<p>Physical Activity- Teaching and Learning Toolkit - EEF</p> <p>The EEF states that physical activity can have +1 months impact on academic attainment. It is also argues that 'there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.'</p> <p>Undoubtedly, learning to swim is an essential life skill.</p>	<p>2,3,4</p> <p>£6709</p>
<p>Peripatetic Music Lessons</p> <p>Music is the core specialism at BCCS and the school supports the pupil premium cohort with a 50% discount on the cost of peripatetic music lessons.</p>	<p>Arts Participation - Teaching and Learning Toolkit - EEF</p> <p>The EEF summarise the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. They also recognise the value of participating in arts in and of itself.</p>	<p>3,4,5</p> <p>£4891</p>
<p>Empire Fighting Chance</p> <p>A weekly boxing intervention young</p>	<p>Youth Endowment Foundation - Empire Fighting Chance - Feasibility and Pilot Trial Report (2023)</p>	<p>2,3,5</p> <p>£2880</p>

<p>people learn evidence-based personal development principles that help them understand the nature of the mind and normalise feelings they may be experiencing. This equips them with the skills to manage emotions, behaviours, and situations.</p>	<p>In this study, the children interviewed and surveyed found the interventions engaging and perceived their own behaviour to improve because of the programme. The evaluator posited that the use of boxing to deliver a therapeutically informed intervention differed significantly from alternative services.</p> <p>Physical Activity- Teaching and Learning Toolkit - EEF</p> <p>Behaviour Interventions - Teaching and Learning Toolkit - EEF</p> <p>The EEF states that physical activity can have +1 months impact on academic attainment. It is also argues that ‘there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.’</p>	
<p>House of Basketball</p> <p>An educational community programme dedicated to improving the skills for success in basketball on and off the court through mentoring and basketball coaching.</p>	<p>Mentoring - Teaching and Learning Toolkit - EEF</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>2,3,4,5</p> <p>£1900</p>
<p>Universify</p> <p>An Oxford University’s programme, providing an aspirational residential course to inspire disadvantaged students to aspire for Russell Group universities.</p>	<p>University Destination Data - Impact Report 2024 - Universify Education</p> <p>Breaking Down Barriers to Opportunity - UK Government - 2024</p> <p>The government has made its long-term mission in education to ensure every child can’t build skills for opportunity and growth so that every young person can follow the pathway that is right for them.’ Therefore, focusing on opening up pathways to elite universities for our gifted and talented PP students is an appropriate use of funds.</p>	<p>2,4</p> <p>£651</p>
<p>Forest School</p>	<p>Forest Research - An Evaluation of Forest School in England - 2006</p> <p>The Children’s People and Nature Survey for England – Natural England - 2023</p> <p>The Children’s People and nature survey highlights significant discrepancies between family income and in ethnic background when it comes to time spent in green spaces and access to those spaces. The report states that ‘young people from households with incomes below £15,000 least likely (47%) to have spent time in their garden every day or most days in the past week.’</p>	<p>2,3,4</p> <p>£8500</p>

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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1: Literacy and numeracy

GCSE outcomes for our Pupil Premium Cohort in 2024 were excellent. Year 11 PP students achieved a P8 score of +0.22. The P8 score for English Language was 0.53 and for Maths, it was 0.29. This represents a significant improvement on the key Progress 8 measures from 2023 when the overall P8 score for PP students was -0.17, for English Language it was +0.14 and for Maths was -0.14. For PP+ students the P8 score was -0.57, the English Language average P8 was -0.18 and the average Maths P8 was -0.15. Again, this represents a slight decline on 2022, when PP+ P8 was -0.52. This year's results were achieved by a cohort who faced unprecedented pastoral challenges during the year.

The school's action tutoring programme 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 28% progress in English and 12% in Maths against their baseline test. This was an improvement from 2023, when they made 15% progress in English and 7% in Maths. This progress was reflected in improved GCSE P8 amongst this cohort. These results vindicate the decision to incorporate a greater focus on exam-style questions in sessions and utilise sparx in the Maths GCSE tutoring sessions. Students received 253 individual tutoring sessions, attendance for Maths sessions was 63%, and English was 66%, which represents a small improvement on 2023.

In spelling, data demonstrates that there has been mixed progress for our PP students in 2023/24 across Key Stage 3. Progress in Year 8 was slow in comparison to 2023/24's Year 9. Year 8 moved improved from an average SAS of 95.6 in Year 7 to 96.6 in Year 8, an improvement of +1.0. This compares unfavourably to Year 9, who progressed from an average SAS of 98.0 in Year 7, 99.8 in Year 8 and 103.5 in Year 9, an improvement of +5.5 over Key Stage 3. It also demonstrates that the Year 7 PP cohort of 2023/24 entered the school with a significantly lower average SAS score (89.4) than previous cohorts. Therefore, improving this cohort's spelling will be a priority going forward.

A very similar picture is demonstrated in reading in our PP cohort across Key Stage 3. The Year 8 of 2023/24 demonstrated more limited progress with an average SAS score of 99.1 in Year 7 and 99.9 in Year 8. Whereas the Year 9 cohort of 2023/24 improved significantly across KS3 from an average SAS score of 100.8 in Year 7, 106 in Year 8 and 109.6 in Year 9. Our Year 7 cohort of 2023/24, entered the school with a significantly lower average SAS score than previous year groups, with an SAS of 92.9. This demonstrates that this year group will require particular focus to improve their reading over the course of KS3.

	Whole School 21/22	Pupil Premium 21/22	Whole School 22/23	Pupil Premium 22/23	Non PP 23/24	PP Pupil Premium 23/24

Total Year 11 Students	152	41	150	44	115	34
Average Attainment 8 grade	5.89	4.71	5.49	4.09	6.04	3.90
Average Total Attainment 8	58.90	47.10	54.86	40.87	60.39	39.00
Average total progress 8	0.36	-0.08	0.47	-0.17	0.64	0.22
Ave. English Attainment 8 Grade	6.56	5.52	6.03	4.72	6.41	4.50
Ave Maths Attainment 8 Grade	5.45	4.44	5.21	4.11	5.83	3.91
Average English progress 8	0.79	0.44	0.73	0.14	0.72	0.53
Average Maths Progress 8	-0.01	-0.16	0.22	-0.14	0.45	0.29

Priority 2: Curriculum

The school has made significant progress in developing a curriculum that is decolonised and is reflective of the student community over the course of the 3-year strategy. There are excellent examples present in our History, English, Art and Music departments. In addition, significant progress has been made in both Science and Maths, where lessons map the contributions of key figures in the development of the

subjects in an attempt to challenge the traditional eurocentrism of STEM subjects. More broadly, the school now utilises storytelling as a pedagogical vehicle to facilitate and balance perspectives and voices shared through the curriculum. In support of this we have initiated a storytelling of names project, with the ambition of all students and staff to have recorded the origin of their name. A number of PP students have been involved in the implementation of this project by recording students explaining their names. We have also began collating a student recipe book in order to capture the diverse culture of our school. In support of these initiatives, we continue to run highly successful events such as Culture Day, a community Iftar event and programme of events for Black History Month. Pupil Premium students are well represented in the planning and delivery of these events.

We continue to run our Elevate programme to ensure that PP+ students in both Key Stages 3 and 4 are provided with small group tuition with experience subject teachers in Maths and English and are supported with a mentoring model. We have recently introduced a more rigorous reporting system around key assessment points in order to track and monitor student progress in these sessions.

We continue to 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.

CAT scores and other data fields to plan targeted interventions for PP/SEND students. In addition, we have continued to use 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.

Overall, the school has made some very important progress in relation to the target of creating a curriculum that prioritises the engagement of PP students and we have been successful in developing on which is knowledge rich, provides cultural experience and prepares students for their next steps beyond school.

Priority 3: Presentation and Pride

Data connected to silent starts demonstrate that PP students are overrepresented in incidents involving failed silent starts in lessons, accounting for 47.26% of all incidents, representing a significant increase on 2022/23 when they accounted for 37% of incidents. In addition, PP students account for 43.7% of incidents where classwork has not met the expected standard. This is a marginal increase on 2022/23, where PP students accounted for 43% of classwork-related behaviour incidents. Finally, PP students received 27.2% of the house points awarded for 'responsibility for learning' in 2023/24. This was a slight increase on 2022/23 when it was 26.5% and on 2021/22, when 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' rewards, however, they remain overrepresented in concerns raised about the quality of classwork.

We continue to deliver 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.

Results from our student survey continue to demonstrate that improvements are needed when it comes to students' organisation. 47.5% of students stated that they do not always have all their school equipment and 25.3% stated that they regularly do not wear the correct uniform. Therefore, it is clear that more work needs to be done in these areas.

Priority 4 Attendance and Punctuality

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.

The attendance of PP students in school improved in 2023/24. Last year, the attendance for the pupil premium cohort was 88.34%, which represents an increase from the 87.30% in 2022/23. However, there is still a significant gap in attendance between our PP and non-PP students. This compares favourably to the national average for FSM attendance in 2023/24 of 85.43% and the City of Bristol average of 82.23%. The school has arrested the previous trend of declining PP attendance from Year 7 to Year 11. However, it is clear that there is a significant issue in last year's Year 9. This year group contains a number of complex cases which will continue to be prioritised going forward. It is pleasing that there has been a significant increase in Year 11 PP attendance last year of over 5%. Nonetheless, it is clear that PP attendance remains a significant challenge for the school and remains significantly below the school target of 96%.

PP students continue to outweigh non-PP in terms of poor punctuality. In 2023-2024, the rate of lateness was 8.07% for PP students and 4.81% for non-PP students. This represents a rise in comparison to 2022/23, when the lateness rate for PP students stood at 6.60%. The gap in the lateness rate between PP and non-PP students has also increased to 3.26% from 2.54%. This demonstrates that the school still has significant work to do in this area.

Year Group	7	8	9	10	11	Average
Attendance 2023-2024 (%)	90.44	88.19	83.20	90.86	89.00	88.34
Late 2023-2024 (%)	6.09	6.54	8.01	9.19	10.54	8.07

Priority 6 Student Leadership

House point data for 2023-2024 highlights that PP students received 29.0% of house points awarded for courage in the school. This closely mirrors the proportion of PP students in the school and reflects a modest increase on the previous year (28.3%), continuing a 3-year trend of improvement. Therefore, we can conclude that this demonstrates that students are increasingly demonstrating leadership in the classroom and are rewarded for this by teachers appropriately. Observations of teaching continue to

correlate with this finding and continue to highlight the prioritisation of PP students for questioning during lessons.

Our PP student continue to have strong representation on our school council, making up four of the ten members and they are also well represented as tutor group representatives making up 17/50 members. Beyond the school council, many PP year 9 student have had the opportunity to experience the Envision Mentoring Programme. A quarter of the year group's PP students have, through the programme, been able to develop, and deliver an in-school youth social action project on vaping. In doing so, they have worked on Envision's 'essential skills framework' which includes communication, creativity, determination and teamwork and demonstrated significant student leadership.

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 currently amount to 12.61% of the total number of lessons in Years 7-11 which is almost identical to last year (12.64%). In addition, in 2023-2024, 10.1% of our year 7 trailblazers were 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.

It is clear that over the course of the strategy, we have achieved our target of improving the leadership of PP students in lessons. However, there is a need to redouble our efforts to improve student leadership in extracurricular activities, particularly Music.

Priority 7: Transition

In our 2024 PP student survey 58.6% of Year 7 students identified as happy in school either 'all the time' or 'most of the time'. In addition, 75.0% identified that they feel respected in school and 96.4% said they either 'never' or 'only occasionally' feel worried in school and 96.4% stated that they could identify an adult they could talk to if they had a problem. This evidence suggests that our PP cohort largely settle well into the school and feel well-supported. However, In the first term of 2023/24, the Year 7 PP cohort made up 50% of logged incidents regarding attendance, bullying, mental health and pastoral concerns in their year group, which is significantly above the proportion of PP students in the school.

In 2024, 96.9% of our Year 11 PP cohort went on to 6th Form/Further Education. There was one NEET student. This shows a slight increase on 2023, when 93.2% of Year 11 PP leavers went on to go on to 6th Form/ Further Education and 2.3% to apprenticeships. The most popular destination for students after their GCSEs continued to be BCCS sixth form, chosen by 42.4% of PP students. This represents an increase from the previous year when it was 34% PP of students. This demonstrates continued progress in keeping PP students in the school and reflects the strong relationships which are built between staff and students.

Priority 8: Student Wellbeing

The school continues to employ the services of a school counsellor and PP students are overrepresented in the caseload. In 2023-2024, PP students made up 37.5 % of the counselling caseload and this reflects only an insignificant increase from 37.0% in 2022-2023. The Deputy Pupil Premium Lead is currently undertaking Emotional Literacy Support Assistant training in order to ensure there is significant capacity to support students in their day-to-day wellbeing. We also continue to provide targeted support for students across all year groups to help build resilience via Resilience Lab.

There has been an increase in the proportion of incidents concerning mental health in the school, with 39.9% of all incidents involved PP students. This represents a significant increase on 2022/23, where the made up 31.5% of incidents. Our student survey also raised wellbeing concerns; 40.6% of PP students responded that they 'rarely' or 'never' felt happy in school. This is clearly a significant area for improvement and we need to understand the reasons behind this worrying trend of declining wellbeing with greater clarity.

In contrast, our swimming intervention with students has been incredibly successful with students. We have managed to 59 pupil premium students support who self-identified as weak or none swimmers in 2023/24. Student voice reveals that this intervention has increased participants confidence and enjoyment of school.

Pupil Premium students continue to be overrepresented in behaviour incidents in 2023/24. Worryingly, there has been a significant jump in the proportions of detentions that PP students have received in 2023/4. The PP cohort were issued 49.73% of Level 2 detentions for behaviour in 2023/4. This represents a significant increase on 2022/3, when the figure was 32.85% of all Level 2 detentions. The PP cohort also accounted for 55.89% of all internal suspensions in our Behaviour Support Unit which is a significant rise on the 48.58% figure for 2022/23 and continues a concerning 3-year trend of PP students making up an ever-greater proportion of those internally isolated. In addition, 51.40% of SLT detentions were accrued by PP students in 2023/4 which again means the PP cohort were significantly overrepresented in this sanction. Partnerships with House of Elite Basketball and Empire Fighting Chance who provide mentoring through sport with students at risk of exclusion continue to support our efforts to address these issues.

Therefore, although it is clear that although the school has initiated some successful interventions that have targeted student wellbeing, students remain overrepresented in behaviour incidents and self-report concerning levels of poor wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Mentoring through sport	Empire Fighting Chance
Literacy	Lexia
Instructional Coaching	Steplab
Mentoring through sport	House of Basketball
Forest School	Bristol Forest School