



The Bishop's Stortford High School

Pupil Premium Strategy Statement 2020/21



Context:

Pupil Premium is a funding initiative introduced by the Coalition Government to ensure that students from the most socio-economically deprived backgrounds have access to the same educational opportunities as other students.

Pupil Premium funding is allocated to:

- **FSM students** – those students who are or were claiming Free School Meals
- **CLA students** – those students who had been looked after (Children Looked After) for more than 24 hours.
- **PLA students** – those students who had been previously looked after (Previous Looked After) but have left care.
- **Ever 6 students** – those students who over the last 6 years have been eligible for Free School Meals, but who may no longer be eligible. This is because children who have been eligible for FSM at any point in the past, on average, have lower academic results nationally than those who have never been eligible for FSM.
- **Service Children** – those students who belong to families where direct relatives are serving in the armed forces.

The main barriers to educational achievement for Pupil Premium students at TBSHS:

- The majority of students who join us in Year 7 have high prior attainment. Generally, this means that our disadvantaged students have a larger educational gap to close. This can be challenging, as these students are less likely to have additional support that they can access beyond school, such as extra tuition. In addition, we set our disadvantaged students.
- There are a relatively small proportion of disadvantaged students at TBSHS. In a large school, there may be a risk that disadvantaged students could get lost amongst other students. We have a Senior Leader who is responsible for Inclusion to ensure that this risk is eliminated.
- The length of time a student has been in the disadvantaged group can be a significant barrier. If a student was in a disadvantaged group at primary school and has not been able to fully engage with their primary education to build the necessary foundations, this creates a challenge in being able to access the secondary curriculum.
- Disadvantaged students may not be able to access all the necessary school equipment they need, for example, uniform, stationery, textbooks etc. This also links to the potential of reduced social mobility in the form of school trips and residential visits that we offer. These trips and visits help to put the learning that takes place in the classroom into more context. It also has the potential to widen horizons. If disadvantaged students do not engage in these opportunities, the learning gap between them and non-disadvantaged students can widen further.
- The stability of education and each individual's home environment can present a challenge that our disadvantaged students may face at school.



TBSHS Pupil Premium Strategy Statement Review 2019/20



School Overview 2019/2020

Metric	Data
School name	The Bishop's Stortford High School
Students in school	1193
Proportion of disadvantaged students	5.05%
Pupil premium allocation this academic year	£46,010
Academic year or years covered by statement	2019 - 2020
Publish date	November 2019
Review date	October 2020
Statement authorised by	Mr. Dale Reeve (Head Teacher)
Pupil Premium lead	Miss Wendy Butler (SLT)
Governor lead	Mrs. Katie Beagles

Disadvantaged student performance overview for last academic year

It needs to be noted that due to the school closure in March 2020 for students who were not identified as Key Worker or Vulnerable, our impact review does not take its usual form as strategies, interventions and data analyses came to a standstill, in part, in March 2020. We would usually review the progress made and impact over a full academic year.

2020 Summer Results:

A combination of evidence consisting of class/home learning, mock examination results and coursework (where applicable) was used to award our students' grades internally in 2020. These were called Centre Assessed Grades (CAGs). Grades submitted to the examination boards were agreed by the centre following an internal quality assurance process and were not the sole responsibility of any individual teacher. The Headteacher agreed and moderated all CAGs.

The trajectory of student's progress since the beginning of Year 11 was also taken into account to address the early school closures and missed school learning. These grades were then submitted to the examination boards. The final grades awarded by the exam boards were the product of a nationally applied process, aimed at ensuring that student grades were consistent with those of students in other years, and therefore had equal value.

The grades that students received were a combination of CAGs and some calculated (external) grades. The standardisation model developed by Ofqual and the awarding organisations was statistical and, in some cases, did not reflect the grades submitted by the centre. The standardisation process applied by the examination boards ensured that grades awarded in 2020 were consistent with those awarded to other cohorts in other years. Students were awarded the higher of the two grades - either the CAG or the calculated grade.

There are no headline measures for schools to report in 2020 and no league tables to be released.

We have, of course, completed an internal analysis of our results and have evidence of improved outcomes across all headline figures, including closing the gap between disadvantaged and non-disadvantaged students.

Strategy aims for disadvantaged students 2019/20

Aim	Target	Target date
Percentage of Grade 4+ in English and maths	83	2020
Percentage of Grade 5+ in English and maths	66	2020
Attainment 8	48	2020

Note: All students at TBSHS full access to the curriculum. Aspirational targets for all students are set in November of Year 10. The cohort of disadvantaged students is subject to change during this period.

Disadvantaged student outcomes 2020

Group	Students	Progress 8	English Element	Maths Element	Ebacc Element	Open Element	Attainment 8
All students	181	0.26	-0.11	0.33	0.56	0.03	60
Disadvantaged students 2020	13	0.83	0.32	0.8	1.38	0.65	63
<i>Disadvantaged students 2019</i>	<i>4</i>	<i>-0.11</i>	<i>-1.22</i>	<i>0.87</i>	<i>0.67</i>	<i>-0.82</i>	<i>41.8</i>

Disadvantaged student outcomes 2020 against TBSHS targets

Performance Measure	2020 Result	Target	All 2020 Results	All Targets	Boys Nationally (2019)
4+ in MFL	69	67	74	76	NS
% 4 + En & Ma	92	83	91	85	62.7
% 5 + En & Ma	76	58	71	66	41.1
Progress 8	0.83	NS	0.26	NS	-0.23
Attainment 8	55.1	52	60	59	45.2

Note: This data has been compiled using FFT Aspire Analysis Dashboard

Subject	Median Target	Centre Assessed Grade (CAG)
GCSE English Language		
% 4 +	78.6	85.7
% 5 +	35.7	64.3
GCSE English Literature		
% 4 +	85.7	92.9
% 5 +	42.9	78.6
GCSE Mathematics		
% 4 +	85.7	92.9
% 5 +	64.3	71.42

Note: These results reflect the performance of thirteen Year 11 disadvantaged students in total. Although pleasing, caution needs to be taken when interpreting these figures.

Disadvantaged student outcomes 2020 versus eligibility criteria

Eligibility Criteria	Number of Students	Median Best 8	CAG Best 8	Difference
Children Looked After (CLA)	1	19	26	+ 7.00
Disadvantaged & Free School Meals	4	38.25	48.25	+ 10.0
Disadvantaged	8	37.6	43.6	+ 6.00
Total	13	Average: 36.4	Average: 43.6	Average: +7.2

Review: Aims and outcomes 2019/2020

Aim	Outcome
Achieve national average for Progress 8 for disadvantaged students	Progress 8 for disadvantaged students was higher than non-disadvantaged TBSHS students and the national average in 2019.
Achieve national average for attainment for disadvantaged students	Attainment for disadvantaged students was higher than non-disadvantaged TBSHS students and the national average.
Achieve average English and maths 5+ scores for similar schools	Attainment in English and maths indicated improvement compared to 2019 TBSHS and National Average data. Attainment in English and maths for disadvantaged students was higher than non-disadvantaged TBSHS students and the national average.

Review of Progress and impact of support during school closure as a result of COVID-19

Schools closed for the majority of students from 20th. March 2020. The school remained open for vulnerable and key worker children.

Main priorities	Strategies employed	Impact
Engagement and motivation in learning remotely	<ul style="list-style-type: none"> Weekly communication with Key Stage 3 or 4 Inclusion Manager; Daily communication with Learning Support Assistants. Communications taking place by either by telephone or face to face; using a remote platform. Regular Inclusion Team engagement reviews with Pastoral Heads Providing additional resources and tutoring 	<ul style="list-style-type: none"> Parents and students remained connected to both school and their learning. Regular conversations assisted in identifying issues that could be shared with relevant staff and remedied promptly. There were a very small number of disadvantaged students who struggled to engage and where this occurred, staff tailored work to their needs, e.g. purchasing text or workbooks, and providing additional remote lessons for struggling students. This ensured that students didn't fall behind in their learning. Daily and twice daily LSA 'check-ins' ensured students were able to access learning. Additional tutoring from subject staff further engaged some targeted students. In latter stages of the summer term, additional face to face learning took place in a COVID secure school environment. Students with greatest needs were identified and invited to attend. Additional teacher and LSA support was on hand for these students. This was very positively received by both students and parents.
Digital access and competency	<ul style="list-style-type: none"> Providing school laptops for those without digital access. Providing bespoke training and technical support for disadvantaged students and their parents/carers. 	<ul style="list-style-type: none"> For those students without access to digital resources, laptops were loaned and for some, repairs were made at the school's expense. Additional training and support was provided to access learning for both students and parents, which ensured students did not fall behind. This was monitored by regular communications and reviews by all staff.
Reading comprehension and fluency and quality of oral and written communication	<ul style="list-style-type: none"> Additional Learning Support Assistant (LSA) remote interventions to support reading and comprehension. Purchase of audio books and National Literacy Trust resources. Additional library book loans. Provision of communication templates. 	<ul style="list-style-type: none"> Key Stage 3 students continued to have 'Guided-reading' lessons each fortnight and this ensured a sustained focus on the importance of reading. The Literacy Coordinator sent regular challenges and resources for all students and together with the, SENCo and LSAs, provided additional support with reading comprehension to continue to support progress of targeted students. Many students engaged well with this and some excellent student feedback was received. Communication templates promoted and ensured students were able to communicate effectively when seeking help. These were well used and requests for help were more focused.
Supporting Mental Health and Emotional Wellbeing	<ul style="list-style-type: none"> Additional pastoral communications and CBT counselling. Music lessons Signposting for all local services and resource support for student and parents. 	<ul style="list-style-type: none"> Weekly communications with Inclusion Managers, form tutors, Heads of Year, SENCo and LSAs ensured all students' mental health and wellbeing was monitored. Where further support was required, this was implemented, i.e. daily communication from school, remote parent meetings, attendance in school, organising counselling, music lessons or external agency support. Excellent feedback from parents was received Additional music lessons provided invaluable support and ensured these students engaged with the rest of their learning.



TBSHS Pupil Premium Strategy Statement 2020/21



School Overview 2020/2021

Metric	Data
School name	The Bishop's Stortford High School
Students in school	1200
Proportion of disadvantaged students	5.92% (71 students)
Pupil premium allocation this academic year	£44,760
Academic year or years covered by statement	2020 - 2021
Publish date	November 2020
Review date	October 2021
Statement authorised by	Mr. Dale Reeve (Head Teacher)
Pupil Premium lead	Miss Wendy Butler (SLT)
Governor lead	Mrs. Katie Beagles

Expenditure for disadvantaged students 2020/21

Aim	Target date
Education Support Staff	£23, 605
Teaching Staff	£15, 916
External Agency support (Aspects)	£ 2115
Total	£44, 760

Strategy aims for disadvantaged students 2020/21

Aim	Target	Target date
Percentage of Grade 4+ in English and maths	100	2021
Percentage of Grade 5+ in English and maths	60	2021
Attainment 8	48	2021

Note: All students at TBSHS full access to the curriculum. Aspirational targets for all students are set in November of Year 10. The cohort of disadvantaged students is subject to change during this period.



TBSHS Pupil Premium Strategy Statement 2020/21



Priorities for Disadvantaged Students 2020/2021

Measure	Activity
Priority 1	All disadvantaged students attend school regularly and have full access to the curriculum.
Priority 2	Recruitment, retention and professional development of staff to deliver high quality teaching and learning, promote, and embed the Responsible Learner's agenda. As part of this, ensure students routinely proofread their work in all subject areas, across all key stages.
Priority 3	Teachers prioritise disadvantaged students when delivering oral and written feedback, tutors prioritise students for both academic and pastoral mentoring. Disadvantaged students receive careers appointments first.
Priority 4	Provide additional opportunities and resources to support disadvantaged students completing high quality homework, such as additional learning spaces, computer access to Show My Homework and subject specific literature; including journals and audio books.
Priority 5	Continue to subscribe to MintClass software to ensure all vulnerable students are strategically seated in every lesson to maximise learning and support.

Barriers to learning these priorities address:

Ensuring all disadvantaged students are engaged in learning and time and resources are deployed effectively to facilitate the sharing of good practice and supporting them. Retaining staff in their impactful key roles.

Note: Further details outlining the Three Tier Strategy, based on the Education Endowment Fund recommendations are listed below.

Monitoring and implementation:

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days, Twilight Sessions, Teaching & Learning Meetings and additional cover being provided by senior leaders to facilitate further personalised CPD.
Targeted support	Ensuring enough time for Literacy, Numeracy and Most Able Coordinators and Learning Support Team to support small groups	Literacy, Numeracy and Most Able Coordinators to receive reduced teaching timetables and pastoral duties to plan, deliver and evaluate the impact of interventions. Learning Support Department to receive further training to deliver interventions.
Wider strategies	Engaging students and their families facing most challenges	Employment and continued professional development for Key Stage 3 and 4 Inclusion Managers Working, such as Mental Health First Aid, effective mentoring etc. Payment for additional support agencies such as Aspects, CBT Therapy and family support groups (as necessary). Purchase of a Parents Evening Booking System to ensure parents/carers of disadvantaged students have prioritised access to appointments. Parent Support Plans to engage parents/carers of disadvantaged students during and beyond Transition from primary school.



TBSHS Inclusion Team 2020/21



At TBSHS, we champion the needs of all students who are eligible for PP to ensure they experience high quality teaching and learning and opportunities to fully realise their potential. We continually strive to remove barriers to learning, through targeted, effective interventions and resources to ensure all students receive a 'truly, all round education'. *'Resources are deployed very well to ensure that all pupils are given the best opportunities to succeed.'* *'This additional funding is used very effectively.'* (Ofsted 2017)

Miss Wendy Butler – Assistant Headteacher

Mrs. Alison Matthews - SENCo

Mrs. Tina Cooper – Key Stage 4 Inclusion Manager

Mrs. Caroline Marlow – Key Stage 3 Inclusion Manager

Miss Rachel Engel – Finance Director

Any queries may be addressed to the team by contacting the school directly by telephone, 01279 868686 or via e-mail, office@tbshs.org

TBSHS 3 Tiered Pupil Premium Strategy & Catch-Up Premium 2020 – 2021

1. TEACHING & LEARNING

- Recruit, develop and retain high-quality teachers and leaders.
- Train and professionally develop all TBSHS staff to improve the impact of teaching and learning for students of all abilities.
- Differentiate professional development for all TBSHS staff at different stages of their career; including early career teachers.
- Developing the qualities for all teachers to demonstrate features of outstanding practice involving:
Characteristics of Great Teaching at TBSHS
 - ✓ Classroom climate and management
 - ✓ Explanation and modelling (including literacy)
 - ✓ Practice
 - ✓ Assessment and feedback
 - ✓ Questioning
 - ✓ Pace and challenge
- Develop the core habits of responsible learners by challenging every student to:
 - ✓ Be proactive
 - ✓ Be resilient
 - ✓ Regularly review work
 - ✓ Listen carefully
 - ✓ Collaborate for mutual benefit
- Equip all staff with the digital capabilities and confidence to provide high quality remote learning, including the use of remote learning platforms such as Microsoft Teams and 'Immersive Reader'.
- Measure the potential of Year 7 students, including the potential difficulties they may have, using CAT tests.
- Assess students starting points in their learning and prepare students for Low stakes testing and retrieval practice, i.e. evidence based
- Engage parents and students in self-awareness & signpost external support
- Provide disadvantaged students feedback first
- Ensure all staff utilise MintClass seating plans to identify and prioritise questioning and in class support first.



2. TARGETED ACADEMIC SUPPORT

- Develop robust assessment to identify the gaps in learning and target personalized support to accelerate the rates of progress for students of all abilities
- Devise programmes and develop staff expertise to engage students in high quality academic and pastoral mentoring
 - Develop staff expertise to provide impactful targeted academic support, such as:
 - ✓ Structured interventions in literacy and numeracy
 - ✓ One to one tuition, including 'In-school' Subject & Academic Tutoring
 - ✓ Small group tuition, including Literacy & support for the Most Able
 - ✓ Paired Literacy & Numeracy Programme
 - ✓ Subject clinics
 - ✓ On-line subject tuition, utilising also the National Tutoring Programme

3. WIDER STRATEGIES

- Provide support for disadvantaged students to:
 - ✓ improve the readiness to learn
 - ✓ increase students' confidence and resilience
 - ✓ encourage pupils to be more aspirational
 - ✓ benefit non-eligible students
- Develop the expertise of form tutors, pastoral leads and inclusion managers to support students' pastoral needs, foster a sense of belonging and engage parents
- Provide counselling and other services to promote and support good mental health and emotional wellbeing
- Funding may also be used for:
 - ✓ Providing digital resources, such as laptops, e-readers
 - ✓ music lessons for those pursuing GCSE Music
 - ✓ help with the cost of educational trips or visits
 - ✓ school uniform, P.E kit and transport costs