

# Pupil premium strategy statement – Bullers Wood School for Girls

This statement details our school's use of pupil premium (and recovery 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	1153
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	S Hardwick
Pupil premium lead	M German
Governor / Trustee lead	E Anderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,885
Recovery premium funding allocation this academic year	£42,228
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <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>	£179,113

# Part A: Pupil premium strategy plan

## Statement of intent

At Bullers Wood School for Girls we will ensure that every student receives an exemplary education and maximises their personal and educational achievements regardless of their background or economic circumstances.

Our Pupil Premium Strategy plan is a three year plan with annual reviews.

### Key principles:

- As an inclusive 11-19 secondary school, our intention is to provide all students with opportunities to ensure they achieve their full potential. Our intention is also to ensure that students who enter the school as previous **high attainers** achieve their goals, and make good progress experiencing a broad and rich curriculum. This aim is an integral part of the school improvement plan and is at the heart of our development in driving school improvement.
- We will employ strategies within the classroom as a whole that remove barriers caused by personal circumstances and help reduce learning gaps. There will also be a continued focus on **teaching and learning** throughout the school. High quality teaching is the best way to help disadvantaged teaching students and the EEF states that ensuring that ‘every teacher is supported to keep improving is the key ingredient of a successful school’. Our **CPD programme** for teaching staff is research led and also informed by the rigorous monitoring of teaching and learning practices observed in our setting; which then informs responsive CPD for all staff. Staff will incorporate the ‘**5 a day**’ teaching and learning practices into their lessons.
- **No family is left behind** – understanding the characteristics of Pupil Premium students can be complex. Students need to be known as individuals and ensure there is a bespoke package of intervention available to students based on need.
- The definition of ‘disadvantaged’ offered by the DfE will, as a school, be interpreted in a way that no family is left behind. This will include PP and non PP students.
- The strategy presented here recognises that the research presented by the Education Endowment Foundation shows that **targeting academic support** is an ‘essential ingredient’ of a pupil premium strategy and with this in mind the school will not only review the deployment of **how LSAs are used in the classroom but also research into and develop an effective intervention strategy for SEND students**. The academic progress of our SEND students is a school target and has been shared with all staff.

- **Any intervention** we run will implicitly benefit PP and non PP students and our approach is rooted in diagnostic assessment and rigorously monitoring the impact of these interventions.
- Recognising that the effects of the Pandemic continue to be evidenced in the behaviour of students; the school will use pupil premium funding to assist in the **meaningful support of all children with their emotional regulation**.
- We recognise that what has the largest impact on the attainment of disadvantaged students is a 'general ethos and culture of excellence' and 'high quality teaching and learning for all' alongside '**attendance**' and '**focus on core reading and writing skills**'. The EEF also states that 'meta-cognition and self-regulation' is also identified as a key success factor. The spend of the PP budget will therefore reflect that the school aims to promote the appropriate learning environment for all students to succeed. This will include ensuring that our disadvantaged students have access to **wider cultural experiences** which they might otherwise not have access to.

## Challenges

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

Challenge number	Detail of challenge
1	<b>To address the gaps in attainment and progress</b> for our disadvantaged students at KS3 and KS4 ensuring they match or exceed outcomes of their peers and their cohort nationally. ensure that that any barriers to academic progression is identified on entry to school in Year 7 and into KS3.
2	<b>Enrichment, cultural capital</b> - PP students may have a lack of opportunities to experience cultural events, trips outside school or events and enrichment clubs inside school which may lead to less exposure to cultural capital or development of social skills.
3	<b>To improve parental engagement</b> to ensure all disadvantaged students' attendance is in line with non- disadvantaged students Prior to the pandemic PP students' attendance fell below 96% national target and was falling. This is supported by current data which indicates that the current Year 9 and Year 11 PP students have lower attendance to school than non PP students. The school recognises however that there is a small number of PP students in each year group.
4	<b>Progression and careers</b> – our experience suggests that students who are PP may not have family connections, guidance or employment opportunities that others typically do. This can have a significant impact on both their further education or employment prospects. This may also lead to students post 16 courses that they are not best suited to.
5	To ensure that <b>any barriers to high expectations and standards of disadvantaged students are overcome</b>

## 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
PP students achieve in line with non PP students. In particular more able students are targeted as they are currently under performing.	<ul style="list-style-type: none"> <li>All subgroup gaps to have diminished from 2022 results and be significantly above the NA</li> <li>Better P8 when compared to disadvantaged students in similar schools and nationally</li> <li>Rigorous assessment of need means specific needs are identified and met on entry in Year 7 and throughout KS3</li> </ul>
An increased number of disadvantaged students who participate in on site enrichment activities and take part in whole school cultural experiences	<p>By the end of the current plan a greater percentage of disadvantaged students will be involved in at least one enrichment club and all disadvantaged students will take part in a school trip whether they be local, national or international.</p> <p>Significant increase of PP students to Music lessons as these are part funded</p>
To ensure that any physical barriers to learning are identified at transition and are minimised wherever possible e.g. through access to technology, emotional and wellbeing support or resources	<p>All students are ready to learn</p> <p>Students are provided with financial support for: uniform, <b>equipment for learning</b>, have access to breakfast and lunch, support for educational activities and resources to complete homework</p>
Sustained and improved attendance for all our students including those who are PP	<p>Sustained high attendance by 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> <li>all year groups achieve 96% attendance in line with national target</li> <li>The gap between attendance of students who are PP is no more than 1% lower than non-disadvantaged students</li> <li>the number of PP students who persistently absent is reduced and significantly below that of disadvantaged students nationally</li> </ul>
Progression and Careers	<ul style="list-style-type: none"> <li>100% disadvantaged students in KS4 receive careers guidance bespoke to their needs</li> <li>No NEET students KS4 or 5</li> <li>Students applying to external course at KS4/5 receive 1-1 support</li> </ul>

	<ul style="list-style-type: none"> <li>Students at KS5 – apply and are accepted to first choice</li> </ul>
Provide meaningful support for disadvantaged students with SEMH issues	<ul style="list-style-type: none"> <li>Mental Health Lead in school prioritises disadvantaged students when referred</li> <li>Disadvantaged students are prioritised by in-school counsellor and Bromley Y mentor</li> <li>At transition into Year 7 /10 /12 disadvantaged students are prioritised for intervention</li> </ul>
Increased parental engagement and home-school communication for parents/ carers of disadvantaged students	<ul style="list-style-type: none"> <li>Parents' Evenings - the percentage of parents attending is the same as non PP students. Disadvantaged families are targeted for early communication to ensure access to appointments</li> <li>Parents / carers are given early and separate communication regarding trips/ visits to ensure all provision available is accessible</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£29,000 PP funding + £25,000 Recovery Premium funding = £54,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>High quality teaching – ensuring 5 a day is used in all lessons by all teaching staff</p> <p>Focus will be on:</p> <ul style="list-style-type: none"> <li>• Activating hard thinking (within the first 7 minutes)</li> <li>• Scaffolding and modelling</li> <li>• Effective questioning</li> <li>• Responsive teaching</li> <li>• Planning for memory</li> <li>• Whole staff CPD raising the profile of PP students and the need for QFT teaching</li> <li>• CPD for ECTs</li> </ul>	<p>Link to the NFER research on the most effective ways to support disadvantaged students which cites Macleod 2015 ‘pathways to success’</p> <p>Intermediate ‘Introduce T and L strategies and individualise approaches’</p> <p>The Teacher Gap states ‘good teachers seem to have a disproportionately strong impact on pupils from disadvantaged homes.’</p> <p>The EEF states that teachers can support students’ writing by ‘modelling each step’.</p> <p>Improving Literacy in Secondary Schools 2021</p>	1 and 5
CPD for relevant school leaders	<p>As per the National College ‘Maximising your Pupil Premium and Understanding your Ofsted accountability’ course, the key to creating and delivering an effective pupil premium strategy is to identify ‘the specific challenges faced by your disadvantaged and vulnerable students.’</p>	1 and 5
Subject leaders closely monitor and intervene where the progress of disadvantaged students is below expected attainment of their non-disadvantaged peers	<p>Subject Leaders track PP student progress and liaise with departmental colleagues regarding targeted intervention. Subject leaders promote positive engagement and teaching strategies with PP students.</p> <p>All teaching staff communicate with parent/carers of PP students with regard to progress and support</p>	1 and 5
Appointment of a Raising Achievement Coordinator for KS4	<p>A highly experienced leader will oversee the bespoke review of outcomes alongside the Raising Achievement team.</p> <p>Outcomes for PP students at GCSE are in line with or exceed their target grades and match their non-disadvantaged peers</p>	1, 4 and 5

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

Budgeted cost: £40,000 PP funding + £17,228 Recovery premium funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Staff Mentors	Outcomes for PP students demonstrate improvement as an impact of individual mentoring. PP students in Year 11 have passport of need identified and shared with staff NFER research Macleod 2015 'Intermediate – individualise approaches'	1
iAchieve	Student motivation is high and reflected Improved outcomes for PP students at GCSE as a result of attending programme Source NFER / Macleod 'Embedded - using data and early intervention'	1
Music lessons	Update of disadvantaged students is monitored and indicates 3 year trend upwards. PP students participation in school orchestra is recorded / new brass instrument update includes PP students.	2 and 5
Behaviour Mentor	Disadvantaged students have priority access to mentoring and this enables behaviour regulation. Improved levels of behaviour for learning and reduced incidences of repeated behaviour seen in analysis of behaviour data.	1 and 5
PP intervention lead by core HoDs in English, Maths and Science for Year 11 students		1 and 5
Study skills – including establishment of KS3 Homework Club	The EEF toolkit shows that homework can have a positive impact at secondary level (+5 months).	1 and 5
To support literacy, all PP students to receive a recommended reading pack relevant to each year group. Those PP students who have lower reading ages or lack of engagement in reading to be especially targeted.	The EEF says that gaps have continued to grow between PP and non-PP students in terms of reading age. This is more the case at Primary School age so will show most for us in KS3, although impacts are likely to be longer term.	1 and 5
Supporting students with their independent study – accessing homework clubs, revision sessions, specific activities on Satchel One including	The EEF toolkit shows that homework can have a positive impact at secondary level (+5 months).	1

those who are high attainers.		
Provision of technology to support learning, access to touch typing courses, revision resources, academic texts, revision guides	To support independent study and <b>engage parental support</b> . Ensuring that all Pupil Premium students have access to materials and resources they need to succeed.  Effect size measured by the NFER states parental engagement can have a positive impact at secondary level (+4 months)	1

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

Budgeted cost: £ 67,885 PP funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <i>Working Together to improve school attendance</i> advice. (May 2022)</p> <p>Heads of Year and key pastoral staff to receive training in Emotionally Based School Avoidance</p> <p>Education Welfare Officer will work with Heads of Year in identifying key groups of students to target to improve attendance.</p> <p>Parent Information evenings and Parent Evenings – parents of disadvantaged students are prioritised</p> <p>Utilising Key Stage 3 and 4 Pastoral Support Managers – targeting disadvantaged students</p>	<p>DfE guidance has been informed by engagement with schools and considering the impact of the pandemic on national attendance.</p> <p>National and borough research shows that EBSA, if identified early enough, can direct schools to addressing attendance avoidance to school. School leaders need a clear approach in understanding what the identifying factors are and how to discuss with home.</p> <p>The DfE state that 'research consistently shows that parental engagement is one of the key factors in securing higher student achievement.'</p>	3 and 5



and working with families to ensure they attend		
Ensure students and parents have full access to PP funding and no how and where to look to achieve this. We will make the website more user friendly and also ensure that regular correspondence goes home to parents of PP students		5
Work alongside Bromley Trust Academy in reviewing our pastoral / behaviour provision and deliver CPD to staff	<p>The EEF has released guidance to schools in 'Improving Behaviour in Schools' (2021) which highlights evidence that suggests effective training for building classroom management expertise involves teachers or support staff:</p> <ul style="list-style-type: none"> <li>- Reflecting on their own approaches</li> <li>- Trying a new approach</li> <li>- Reviewing progress over time</li> </ul>	All
Contingency funds	Based on our experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All
Mental Health Lead	Students are prioritised in appointment system and feel support PP students attend school	1, 3 and 5
School counsellor	Students are prioritised in appointment system and feel support PP students attend school	1, 3 and 5
Careers support Ensure students have access to careers opportunities such as Morrisby assessments and careers and higher education advise.	Application to Sixth Form / colleges shows high aspirations post 16	4
Access to all sporting and enrichment activities	Student membership to clubs, societies and trips shows that students have access to whole curriculum	2
Nutrition – breakfast club and lunches	Students are ready to learn	All

Revision guides and resources	Improvements in outcomes and exam results	All
Peer academic mentoring	Improvements in outcomes and exam results	All

**Total budgeted cost: £** £179,113

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### KS4 outcomes 2022

Attainment 8		Progress 8	Adj Progress 8
Av. Score	Av. Grade	Av. Score	Av. Score

PP (42)	43.24	C	-0.70	-0.59
Non-PP (148)	58.39	B	0.40	0.40

**Attendance 2021-2022 91%**

#### PP students

Attendance across all vulnerable groups is lower than the whole school figures. • Vulnerable groups work closely with the pastoral team to support attendance. • SEND department works with SEND/EHCP students and parents.

Strategies in place to support attendance include:

- EWO / HoY intervention
- Counselling as required
- Mental Health Lead – access to is prioritised
- Re-integration support if required
- First Day calling
- 1-1 meetings with parents and CAFs created as needed
- Attendance rewarded at end of year
- Mentor - as needed

#### Internal data

The gaps between PP and non PP are evident with regard to:

- English Maths and Science – KS3 – there are disparities with regard to outcomes, attitude to learning, classwork and independent learning. This will be monitored in the next term and beyond. Individual students will need to be targeted.

#### Behaviour

Inclusions and suspensions last year were monitored and there is no differential between disadvantaged and non PP students. Whilst there was a significant number of referrals to Inclusion in one year group (Year 9) there was a

contextual reason for this. **Of those who were referred ... have not been referred to Inclusion this year.**

## Externally provided programmes

Programme	Provider
Duke of Edinburgh	
LAMDA	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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