

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 (3 year plans are recommended) | 2022-2024 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | S Hardwick |
| Pupil premium lead | M German |
| Governor / Trustee lead | P Selby / J Robinson |

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 |
| 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> | £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 | To address the gaps in attainment and progress 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 | Enrichment, cultural capital - 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 | To improve parental engagement 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 | Progression and careers – 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 any barriers to high expectations and standards of disadvantaged students are overcome |

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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| 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"> All subgroup gaps to have diminished from 2022 results and be significantly above the NA Better P8 when compared to disadvantaged students in similar schools and nationally Rigorous assessment of need means specific needs are identified and met on entry in Year 7 and throughout KS3 |
| 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, equipment for learning, 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"> all year groups achieve 96% attendance in line with national target The gap between attendance of students who are PP is no more than 1% lower than non-disadvantaged students the number of PP students who persistently absent is reduced and significantly below that of disadvantaged students nationally |
| Progression and Careers | <ul style="list-style-type: none"> 100% disadvantaged students in KS4 receive careers guidance bespoke to their needs No NEET students KS4 or 5 Students applying to external course at KS4/5 receive 1-1 support |

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

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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <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"> • Activating hard thinking (within the first 7 minutes) • Scaffolding and modelling • Effective questioning • Responsive teaching • Planning for memory • Whole staff CPD raising the profile of PP students and the need for QFT teaching • CPD for ECTs | <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 |

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| 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 |
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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 | <p>Outcomes for PP students demonstrate improvement as an impact of individual mentoring.</p> <p>PP students in Year 11 have passport of need identified and shared with staff</p> <p>NFER research Macleod 2015 'Intermediate – individualise approaches'</p> | 1 |
| iAchieve | <p>Student motivation is high and reflected</p> <p>Improved outcomes for PP students at GCSE as a result of attending programme</p> <p>Source NFER / Macleod 'Embedded - using data and early intervention'</p> | 1 |
| Music lessons | <p>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.</p> | 2 and 5 |
| Behaviour Mentor | <p>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.</p> | 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 | <p>The EEF toolkit shows that homework can have a positive impact at secondary level (+5 months).</p> | 1 and 5 |

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| 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 those who are high attainers. | The EEF toolkit shows that homework can have a positive impact at secondary level (+5 months). | 1 |
| Provision of technology to support learning, access to touch typing courses, revision resources, academic texts, revision guides | To support independent study and engage parental support . 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>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.</p> <p>School leaders need a clear approach in understanding what the identifying factors are and how to discuss with home.</p> | 3 and 5 |

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| <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 and working with families to ensure they attend</p> | <p>The DfE state that ‘research consistently shows that parental engagement is one of the key factors in securing higher student achievement.’</p> | |
| <p>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</p> | | 5 |
| <p>Work alongside Bromley Trust Academy in reviewing our pastoral / behaviour provision and deliver CPD to staff</p> | <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"> - Reflecting on their own approaches - Trying a new approach - Reviewing progress over time | All |
| <p>Contingency funds</p> | <p>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</p> | All |
| <p>Mental Health Lead</p> | <p>Students are prioritised in appointment system and feel support PP students attend school</p> | 1, 3 and 5 |

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|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------|
| 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

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)
- EBacc entry data for secondary schools
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils
- Information from summative and formative assessments the school has under-taken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well. If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met

KS4 outcomes 2023

| Attainment 8 | | Progress 8 | |
|--------------|-----------|------------|-----------|
| Av. Score | Av. Grade | Av. Score | Av. Score |

| | | | | |
|--------------|-------|---|---------------|--------------|
| PP (n23) | 40.14 | C | -0.70 / -0.48 | -0.59 |
| Non-PP (200) | 57.14 | B | 0.40 / 0.37 | 0.40 |

Attendance 2022-2023 91%

PP students xxx

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:

- EBSA work completed with EWO / HoY
- 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

Enrichment

8 out of 28 PP students (64%) attended Chessington trip in Year 7.

25 out of 30 PP students (83%) attended Thorpe Park in Year 10.

13 out of 29 PP students (45%) attended Cluequest in Year 9.

16 out of 29 PP students (55%) attended France/Germany in Year 8

All year 7 saw a performance of A Christmas Carol. All year 9 saw R&J.

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.
- In response to the gap in independent learning a suite of laptops has been provided to the library

Behaviour

Inclusions and suspensions last year were monitored and there is no differential between disadvantaged and non PP students.

Whilst there was a rise in number of referrals to Inclusion in one year group of PP students (Year 10) which the school was aware of and support was provided for specific targeted students. This includes: referral to external agencies such as BTA for outreach support and 1 student is now dual registered at BTA Hayes. This was the result of a significant amount of work completed by the AHT with responsibility for Behaviour. Other interventions include 1-1 Mentoring from BTA or the Inclusion Support Manager and of the /... students currently being internally mentored Are PP.

50% are PP

50% are SEN/SEN Monitoring

33% are PP and SEN/SEN Monitoring

33% no vulnerable group

Externally provided programmes

| Programme | Provider |
|-------------------|----------|
| Duke of Edinburgh | |
| LAMDA | |

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.