

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Bishop David Brown School
Number of pupils in school	759
Proportion (%) of pupil premium eligible pupils	190 (25.03%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr James Rogers
Pupil premium lead	Mr Daniel West
Governor / Trustee lead	Mr Philip Dick

Funding overview TBC

Detail	Amount
Pupil premium funding allocation this academic year	£171,390
Recovery premium funding allocation this academic year	£23,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£195.170

Part A: Pupil premium strategy plan

Statement of intent

At Bishop David Brown School, we believe that disadvantage should never be a barrier to educational achievement. Our vision is that all students, no matter what their background, should receive a first-class experience and education. We believe all students are capable to succeed and have positive outcomes in life. We want our students to become critical thinkers, resilient and determined, regardless of their economic or social background.

At its core, our key principles of our Pupil Premium strategy focus on teaching and learning, attendance, and improving literacy and numeracy. We strive to motivate our students through reliable and supportive careers guidance and include stakeholder involvement to ensure no child is left behind

Our Pupil Premium strategy centres on the following four key objectives this academic year:

- To ensure students attend school every day of their academic journey and make at least expected progress.
- For teaching and learning to be engaging, reflective and purposeful through academic research, collaboration, assessment, and feedback.
- To promote and instil high levels of literacy and numeracy across all school settings.
- To maximise parental engagement.

For academic year 2022/23, we continue to promote a series of incentives to ensure students attend school. Our **Spin to Success** programme will be utilised to promote attendance and attainment for our disadvantaged students, as well as **The Scholars programme delivered by Brilliant Club** for our High Achievers. As part of **regular CPD**, our Pupil Premium students will be targeted across all key stages to allow teachers opportunities to share best practice and pedagogical standards. Teachers will invest in student progress and intervention, supported by rigorous data analysis, ensuring academic levels are maintained through assessment, feedback and re-teaching. Our **DEAR programme** (Drop Everything & Read) and **peer-coaching programme**, aims to positively create a culture of reading comprehension and numerical literacy where students are encouraged to problem solve and respond through debate, questioning and academic talk. Moreover, with the building of our new sporting and Performing Arts facilities, we intend to provide a **rich and varied diet of enrichment** that supports experiential learning opportunities.

Challenges

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

Challenge number	Detail of challenge
1	To reduce Persistent Absenteeism with our disadvantaged students to 12%.
2	Literacy (Reading Ages) – across all year groups the Sept 21-June22 analysis still shows a significant number of students below chronological age, with Y11 and Y8 PP students requiring the most support.
3	To reduce disadvantage gap for Year 11 cohorts 2022/23 by at least -0.18. In Maths – Progress 8 disadvantage gap in Mathematics is currently -0.39 (P8 in Maths PP -1.40 vs Non PP -1.01 Y11 Summer Y10 AP3)
4	Quality of curriculum content is aspirational and built on strong instruction
5	Further increase of parental engagement

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve whole-school PP attendance to at least 97%	Tracking of attendance per Sims Whole-school initiatives/rewards HOYs/Tutors/DSLs regular contact with parents / action plans.
To reduce Persistent Absenteeism with our disadvantaged students to 12%	Teaching & Learning is consistently of a high standard.
Based on September 2022 Reading ages, to improve all PP reading ages by +12 months.	Diagnostic assessment Sept 2022; Summative assessment June 2023. Promotion of academic reading across all subjects. Interventions implemented for students with greater need.
To close the progress gap (P8 -0.7) between male and female disadvantaged students in Year 11 (Females P8 -0.27 vs Males P8 -0.97 Y11 Summer Y10 AP3)	Monitoring and tracking of key students via each AP window. Academic gains to be collated and reviewed by teaching staff on a regular basis. CPD to promote male strategies
To ensure a 75% Parental attendance to parents evenings in all year groups.	Tracking of parental engagement at parents' evenings

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: £109,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality of Teaching & Learning: <i>Thinking about Thinking</i> (Metacognition and self-regulation included within Intent, Implementation, and Impact policy).</p> <p>Teachers to use metacognition and modelling of thought processes with students in class.</p> <p><i>Student revision guides</i> £1000</p> <p><i>MPS Teacher Planning time x 24 x 78: £24,868</i></p> <p><i>UPS Teacher planning time x 15 x 78: £54,990</i></p> <p><i>2x39xSLT planning time: £5,148</i></p> <p><i>Appointment of Specialist Teacher: £8,000</i></p>	<p>Very high impact for very low cost (adds +7 months additional progress).</p> <p>Potential impact: students will be able to articulate with confidence what their target grade is, where they currently are in their learning, and what they need to do to improve.</p> <p>Explicit teaching strategies to help plan, monitor and evaluate aspects of student learning.</p> <p>More effective when applied to challenging tasks within usual curriculum content.</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</p> <p>Professional development can be used to develop a mental model of metacognition and self-regulation.</p>	<p>2, 3, 4,</p>
<p>Collaborative Learning</p> <p>Students to work in differentiated groups, to share ideas and make academic judgements through discussion and challenge.</p> <p><i>The Brilliant Club subscription: £2562</i></p>	<p>High impact for very low cost (adds +6 months additional progress, +3 months in literacy, +5 months in mathematics, +10 months in Science).</p> <p>Small groups of 3–5 pupils with responsibility for a joint outcome appears to be the most successful structure.</p> <p>Promotion of academic talk and interaction with others.</p> <p>Important for students be grouped using differentiation (grouping same ability is likely to widen the gap).</p>	<p>2, 3, 4</p>

<p><i>Published Book: £180</i> <i>Admin time 50 hours:</i> <i>£875</i> <i>48 SLT hours: £3024</i></p>		
<p>Providing students with feedback in order to improve work and positive outcomes</p> <p><i>Marking and feedback policy creation</i> <i>5x15x47: £3,525</i></p> <p><i>Resources for photocopying</i> <i>:£ 5000</i></p>	<p>Very high impact for very low cost based (adds +5 months additional progress).</p> <p>Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can have a variety of sources from teachers and peers; it can also be delivered using digital technology.</p> <p>Feedback strategy should be established per subject teacher. This can include combination of written and verbal.</p> <p>Feedback should be positive (when things are correct) and is built on strong instruction.</p> <p>Students are to respond to feedback using green pen, in correcting any mistakes or adding any further knowledge- opportunities in their learning.</p>	<p>2,3,4</p>

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

Budgeted cost: £ 7,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Peer-Tutoring (8-week cycle)</p> <p>Tailoring of peer-tutoring to support literacy and Maths interventions</p> <p><i>MPS teacher x 10 hour x 3 implementation/evaluation: £1050</i></p> <p><i>SLT teacher x 10 hours planning time: £630</i></p>	<p>High impact for very low cost (adds +6 months additional progress).</p> <p>Peer tutoring is most effective when used to review or consolidate learning, rather than introducing new material.</p> <p>Programme should include training and structure, and improvements made as it progresses.</p> <p>4–10-week blocks with regular sessions per week provide the most impact.</p>	<p>1, 2, 3, 5</p>
<p>Teaching Assistant Interventions (SSAs)</p> <p>To support disadvantaged students with additional subgroup categories such as EAL, SEN, with one-to-one and group intervention strategies.</p> <p><i>Average TA cost per hour x 2 hours x 39: £1,353.30</i></p>	<p>Moderate impact for moderate cost based on moderate evidence (adds +4 months additional progress)</p> <p>Evidence suggests more effective approaches include teacher and SSAs working together.</p> <p>Small group intervention works best utilising 30 minute time window.</p> <p>Approaches involving digital technology can also be effective.</p>	<p>2, 3, 4</p>
<p>Phonics</p> <p>Use of phonics small group instruction to help disadvantaged students develop confidence with using academic vocabulary in their subjects.</p> <p><i>Average TA cost per hour x 2 hours x 39: £1,353.30</i></p>	<p>Very high impact for very low cost (adds +5 months additional progress).</p> <p>Targeted use of oral language intervention approaches may support disadvantaged to align with their peers, especially if it's one-to-one.</p> <p>Frequent sessions over a sustained period have the most impact.</p>	<p>1, 2, 4</p>
<p>Oral language</p> <p>Use of Oracy tasks, via small group instruction to help disadvantaged students develop confidence in articulating high quality answers.</p> <p><i>MPS cost per hour x 12 hours implementation: £420 x 3</i></p> <p><i>PiXL Subscription (PiXL Oracy): £2375</i></p>	<p>Very high impact for very low cost (adds +6 months additional progress).</p> <p>Targeted use of oral language intervention approaches may support disadvantaged to align with their peers, especially if it's one-to-one.</p> <p>Frequent sessions over a sustained period have the most impact</p>	<p>1, 2, 4</p>

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

Budgeted cost: £ 222,164.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DEAR Programme (Drop Everything & Read) Focus on fiction and non-fiction reading within structured timetable. Strategy uses teachers to model spoken reading with response opportunities, both through oral and written forms. Selection of reading materials tailored to student empathy and emotional wellbeing.</p> <p><i>2 x 39 x SLT Annual Planning, Implementation Evaluation hours: £4,914</i> <i>Resources (Books):£9000</i> <i>24 x 2.5x39 teacher time (MPS): £86, 580</i> <i>15x2.5x39 teacher time (UPS): £68, 737</i></p>	<p>Reading Comprehension Strategies: Very high impact for very low cost (adds +7 months additional progress).</p> <p>Lower attaining pupils appear to benefit from the explicit teaching of strategies to comprehend text. Comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text.</p>	2, 3, 4
<p>Parental Engagement Positive phone calls home. 100% attendance text / parent mail. Opportunity to engage with parents of Years 7/8 as a priority. Parent Forum presentations IT investment / support for most vulnerable. Provide holiday / summer school opportunities to promote attainment attention levels. <i>Parents evenings (3 x 10 x SLT Planning, Implementation, Evaluation hours): £1,890</i> <i>Parent Forum (2 x 10 SLT planning, implementation, evaluation hours): £1,260</i> <i>Costs of Calls, Texts, Letters : £550</i></p>	<p>Moderate impact for very low cost based on extensive evidence (adds +2 months additional progress at secondary level).</p> <p>Encourage positive dialogue/interactions about learning. More effective when children are younger. Practical strategies to support learning at home.</p>	5, 1
<p>Student Homework Use of Homework Support Sessions to help those students unable to access IT Use of Homework Club (Years 7-10) to support student ownership of learning, promote self-discipline and organisation.</p>	<p>High impact for very low cost based on very limited evidence (adds +5 months additional progress). Homework should be linked to classroom work. Feedback on homework had greater impacts of learning. Purpose of homework needs to be made explicitly clear.</p>	1, 2, 3, 4

<p><i>(2x39 hours SLT planning, implementation, Evaluation hours: £4,914</i></p> <p><i>Data manager support</i> 1x39x17.35: £676.65</p>	<p>Homework can be individual or collaboration with peers (latter contains higher effects). Greater impact through use of digital technology.</p>	
<p>Attendance</p> <p>Use of strategies to tackle absenteeism and Permanent Absenteeism with our disadvantaged students: Attendance tracking via planners and ladders. Attendance promoted in assemblies and displays around school. Attendance rewards, weekly House Points and fortnightly Amazon gift voucher prize draw. Half-termly mufti dress day. Yearly reward.</p> <p><i>Spin to Success Bikes: 5 x 500: £3000</i> <i>Reward vouchers: £1500</i> <i>End of Term rewards: £900</i> <i>WP Associates: £12,000</i></p> <p><i>2 x SLT planning time x 3 hours per week.</i> <i>2 x 66 x 117: £7,722</i></p> <p><i>2 x Admin/Data time x 3 hours per week.</i> <i>117 x 17.35 x 2: £4,060</i></p> <p><i>HoY and Attend officer Meetings 1 per 2 weeks</i> <i>17.5 x 17.35: £303.63:</i> <i>17.5 x 47: £822.50:</i></p> <p><i>Data Manager time and support</i> 1x39x17.35: £676.65</p> <p><i>Attendance Officer Support</i> £6,400</p> <p><i>Educare: £4,320</i> <i>Edukey: £1,938</i></p>	<p>Improving School Attendance: Support for schools and local authorities. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities.</p>	<p>1, 2, 3, 5</p>

Total budgeted cost: £ £109,172 + 7,641 + 222,164.43

£338,977.43

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Summer 21/22 GCSE results demonstrated the both our PP students and non PP students made positive progress (+0.14 vs +0.41).

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

School Year	A8 PP	Non-PP	P8	Non-PP
2018/19	35.39	42.45	-0.5	-0.06
2019/20*	37.49	45.58	0.07	0.52
2020/21*	40.15	48.05	0.08	0.47
2021/22	47.18	48.46	0.14	0.41
diff to 2019	11.79	6.01	0.61	0.47

When comparing against 2019 scores, our PP students have made bigger differences with A8 and P8 scores against their peers.

Evidence shows that the initiatives that we have put in place have had a positive impact on all of our children, especially our PP students.

Further details are provided in the End of Year 2021 Pupil Premium Impact report.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Provision Maps	EduKey
Data Analysis	4Matrix
School Tracking	Sims
Scholars Program	The Brilliant Club

Further information (optional)

Initiative 1

As a school, we have achieved Bronze Accreditation for our school's travel plan with the Department of Transport and Surrey County Council. As a result of this accreditation, we have received a grant of £5k to help support active and sustainable travel. As part of a new strategy to help raise attendance and attainment, we as a school are in the process to purchase 14 bicycle packages. The programme called 'Spin2Success' will focus on two key areas: Attendance and Attainment. PP students that attend school and make expected progress twice a year will be entered into a raffle to win the bicycle package. At the time of writing (Sept), we are set to launch a parent consultation prior to releasing this initiative.

Evidence Based Research

Evidence based research has been taken from the Education Endowment Foundation (EEF) Toolkit, which can be accessed here:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Reading Age Analysis June 2022

All students (inc. PP):

Year Group	Students tested	% students at chrono age or above age Sept '21	% students at or above Sept '21 age in June 2022	% students making progress	% students Below Chronological Age	Notes
Current Y8	136	60.3	71.3	11	38.3	Least prog Least BCA
Current Y9	109	57.9	76.2	18.3	42.2	Most prog
Current Y10	132	54.4	67.4	13	38.6	
Current Y11	123	52	65.9	13.9	43.1	Most BCA

Just PP Students:

Year Group	Students tested	% students at chrono age or above age Sept '21	% students at or above Sept '21 age in June 2022	% students making progress	% students Below Chronological Age	Notes
Current Y8	31	51.6	64.6	13	54.8	
Current Y9	28	39.3	60.7	21.4	39.3	Most prog Least BCA
Current Y10	32	43.8	53.2	9.4	43.8	
Current Y11	41	48.9	51.2	2.3	56.1	Least prog Most BCA