

## Pupil premium strategy statement 2023

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bishop Wordsworth's
Number of pupils in school	1182
Proportion (%) of pupil premium eligible pupils	2.5%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023-24 to 2025-26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024 (and annually thereafter)
Statement authorised by	Stuart Smallwood, Head Master
Pupil premium lead	Deputy Head (Academic)
Governor lead	Rebecca Harwood-Lincoln Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,960
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£n/a

## Part A: Pupil premium strategy plan

### Statement of intent

We aim to provide an ambitious, innovative and stimulating curriculum for all of our students across the full age range. In doing so we are working towards our founder's three principal aims when he established our school:

- To encourage all our pupils to develop their potential to the full by setting themselves the highest standards of excellence and achievement.
- To develop in all our pupils the integrity and the means to face confidently the challenges of a fast-changing world.
- To inspire all our pupils to lead happy, purposeful and responsible lives.

The BWS curriculum is tailored to be academically challenging for our able cohorts of students, the vast majority of whom study A Levels before beginning university degrees or other challenging career paths.

Because of our students' high career aspirations, we have a broad curriculum which focuses on the delivery of facilitating subjects – those which are part of the academic mainstream and help prepare our boys and girls for the future while preserving a vital element of choice.

Our curriculum is complemented and supported by an impressive extra- and super curricular programme. This enhances experiences for the students, helps develop their soft skills and potential for leadership and also prepares them to contribute to society in the future – wherever their careers might take them...

Our intention, as stated in the OfSTED report on the School in 2022, is to ensure that students from disadvantaged backgrounds and students with SEND do just as well as all of the other students in our care – in other words their experience of school should be no different to the school population as a whole, and their access to opportunity should be the same too.

## Challenges

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

Challenge number	Detail of challenge
1	Students' more complex and demanding emotional and learning needs which may be caused by their disadvantaged backgrounds
2	Students' difficulty in accessing appropriate learning resources when not in School
3	Potential social isolation and loss of confidence due to inability to access full extra-curricular and enrichment programme

## 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 ensure that all students have the skills and confidence required to prepare appropriately for GCSE Examinations	Significantly positive Progress 8 score for the whole cohort, including disadvantaged students
To provide targeted academic support for individuals who are at risk of underachieving or who face barriers to learning	Positive Progress 8 score for the disadvantaged students. Students to receive one-to-one support where necessary
To ensure that students have access to appropriate mental health support when it is required	School Counsellor employed and seeing students as recommended Educational Psychologist used effectively to support specific needs CAHMS and other agencies employed as required, time allocated for work by Pastoral Support Officers
To ensure that students can access independent advice and guidance to	All students in Key Stage 4 are offered individual progress interviews with an academic mentor, with follow up and intervention as necessary

support their future education and career plans	All Key Stage 4 students to have an individual interview with the BWS Careers Consultant, in addition to the full CIAG Programme
To ensure that all students, regardless of their background, have the correct learning resources to support their achievement	All disadvantaged students are provided with the resources they need to enjoy a full education
To ensure that all students, regardless of background, can access the full extra-curricular and enrichment programme	All disadvantaged students are provided with the resources they need to enjoy a full education, including, for example, free or subsidised school day and residential trips

## 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: **£18,588**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>The role of teachers:</b></p> <ul style="list-style-type: none"> <li>• discuss students who face challenges to learning in department and faculty meetings</li> <li>• take part in periodic by exception reporting across pastoral sections to identify students who have a pattern of under performance</li> <li>• clearly identify PP and SEND students in teaching records and thus meet the individual needs of students in lessons and also for work at home</li> <li>• Use of MS Teams to provide additional resources where required</li> <li>• report on students' progress, taking into account IEP progress and special access etc</li> </ul>	<p>EEF* Teaching and Learning Toolkit</p>	<p>1,2</p>
<p><b>The role of Heads of Department and Heads of Faculty</b></p> <ul style="list-style-type: none"> <li>• chair department meetings including a standing item on students who are Disadvantaged and/or underperforming</li> <li>• track the progress of students who are disadvantaged and/or underperforming</li> <li>• lead on academic intervention where necessary</li> <li>• ensure that the departmental team is engaged with Covid catch up action planning</li> <li>• annually review the exam performance of students who are disadvantaged</li> </ul>	<p>EEF* Teaching and Learning Toolkit</p>	<p>1</p>

<p><b>The role of Heads of School</b></p> <ul style="list-style-type: none"> <li>• meet with Headmaster (Deputy Head Pastoral from September 2022) weekly to consider students who are facing barriers to learning</li> <li>• meet termly with the Deputy Head to consider the educational progress of students who are disadvantaged</li> <li>• provide pastoral support, where necessary, for students who are disadvantaged</li> <li>• recommend financial support, where necessary, for students who are disadvantaged</li> <li>• communicate with home, where necessary, for students who are disadvantaged</li> </ul>	EEF* Teaching and Learning Toolkit	1,2,3
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>The role of the SENCO/Inclusion Lead</b></p> <ul style="list-style-type: none"> <li>• write IEPs, where necessary, for students who are disadvantaged</li> <li>• review and adapt, where necessary, IEPs throughout the year in collaboration with teaching staff</li> <li>• review the academic progress of students, as well as their involvement in extra-curricular activities, during regular meetings with the Deputy Head following reporting sessions.</li> </ul>	EEF* Teaching and Learning Toolkit	1,2
<p><b>The role of the Careers Lead</b></p> <ul style="list-style-type: none"> <li>• arrange individual interviews for all Year 9-11 students who are disadvantaged as part of the overall programme of CIAG.</li> <li>• Work with the Head of Sixth Form to ensure that disadvantaged post-16 students have the necessary support</li> </ul>	EEF* Teaching and Learning Toolkit	1,2,3

<p><b>COVID Catch-Up Support</b></p> <ul style="list-style-type: none"> <li>• Identify students who have fallen behind due to the pandemic</li> <li>• provide specific guidance to help students know what they need to do to catch-up</li> <li>• provide one-to-one support to students who are finding it difficult to catch-up</li> <li>• prepare an individual recovery plan for students where this proves necessary</li> <li>• monitor the progress and wellbeing of these students</li> <li>• provide additional tutoring support, where necessary, to students in need</li> </ul>	EEF* Teaching and Learning Toolkit	1,2
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12,392**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>The role of the Senior Leadership Team</b></p> <ul style="list-style-type: none"> <li>• review, at least annually, policies related to the Pupil Premium including the statutory Pupil Premium Strategy</li> <li>• specifically focus on students who are disadvantaged when undertaking lesson observations</li> <li>• track overall academic performance after each reporting session</li> <li>• evaluate the success of the Pupil Premium Strategy at Pastoral Team meetings</li> <li>• evaluate the academic achievements of students who are disadvantaged, as part of the annual review process</li> </ul>	EEF* Teaching and Learning Toolkit	1,2,3
<p><b>The role of Governors</b></p> <ul style="list-style-type: none"> <li>• hold School leaders to account for the use of additional funding to support students who are disadvantaged</li> <li>• appoint Link Governor for Pupil Premium</li> <li>• to review, at least annually, policies related to Pupil Premium including the statutory Pupil Premium Strategy</li> </ul>	EEF* Teaching and Learning Toolkit	1,2,3

\*EEF is the Education Endowment Foundation

**Total budgeted cost: £61,690**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

**Total received £62,503**

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Administrative Support	Support staff salary costs £2,970	Improvements to performance tracking in Lower School (Key Stage 3)
Pastoral Support	Portion of salary costs of a Pastoral Support Officer and Homework Club Supervisor £28,080	Early intervention for students experiencing difficulties and specific support with homework and learning strategies
Additional support and Intervention	Reprographic costs to support learning £200	Ensuring pupils have relevant materials and notes to support their learning
Training Courses	<ul style="list-style-type: none"> <li>• Domestic Abuse: Understanding and responding to the children and families in your school</li> <li>• Eating Difficulties, Children and Young People</li> <li>• Exam Access Arrangements</li> <li>• Gender Identity in Schools - online.</li> </ul>	Training courses in response to identified needs. Improved insights and knowledge of staff about likely vulnerabilities and potential emotional support needs of students; skills to respond

	<ul style="list-style-type: none"> <li>• Handling Suicidal Conversations</li> <li>• Language of Listening</li> <li>• New to the Role of Attendance Officer</li> <li>• Reviewing the SEND Register</li> <li>• Reviewing your SEN Information Report</li> <li>• Implementing and Leading on Attendance Management</li> <li>• Language of Listening; Teenagers and Bereavement</li> </ul> <p>£2,589.40</p>	
Learning Support	<p>Portion of salary costs of SENCO and Learning Support Assistant</p> <p>£23,280</p>	Provision of learning support for pupils in response to direction from the relevant Head of School. Provision of learning support to those struggling during pandemic lockdowns
Child Protection	<p>Portion of CPOMS Licensing Fee</p> <p>£612</p>	Provision of an online child protection management system to ensure improved coherence
Chaplaincy and counselling	<p>Portion of salary costs for pastoral specialists</p> <p>£6,360</p>	Friendship, listening and advice. More detailed knowledge of individual pupils so that they can be monitored more closely

Home contact	Portion of salary costs of learning support/pastoral officers  £10,855	Additional personal support during pandemic lockdown
Inclusion and participation action	Funding for students who cannot pay full amount for curriculum trips, uniform, equipment, transport to/from school etc.  £500	Pupils who qualify for FSM/PP enjoy access to out of school field trips and other school activities, to ensure their full inclusion in school life. Provision of spare clothes and toiletries
ICT support	Refresh and upgrade of laptops and netbooks  £4,333	Address any disadvantage regarding access to computers and the internet. Provision of remote learning under pandemic restrictions.
Senior tutor	Portion of salary costs  £6,340	Available for pastoral support to children of service personnel among others
PHSE talks	Portion of speaker expenses  £200	Frequent handling of issues faced by children of service personnel among others
Ad hoc direct support	Washing facilities and spare clothes and toiletries  £100	Disadvantaged pupils do not feel awkward or stand out

**Total expenditure: £86,359**