

# Pupil premium strategy statement – Bennett Memorial School

1. Summary information					
<b>School</b>	Bennett Memorial Diocesan School				
<b>Academic Year</b>	2020 - 2021	<b>Total PP budget</b>	£109,395	<b>Date of most recent PP Review</b>	Oct 20
<b>Total number of pupils</b>	1388 (yr7-11)	<b>Number of pupils eligible for PP</b>	130	<b>Date for next internal review of this strategy</b>	Feb 21

2. Current attainment			
Schools are not required to publish their exam and assessment results from the 2019 to 2020 academic year as these have not been published as performance measures by the Secretary of State. We have however included some indicators here based upon comparing our results in 2020 with the 2019 national data in order for internal comparisons to be made.	Pupils eligible for PP (Bennett)	Pupils not eligible for PP (Bennett)	Pupils not eligible for PP (national average)
<b>% achieving grade 9-4 in both English and mathematics</b>	<b>71%</b>	91%	n/a
<b>Progress 8 score average</b>	<b>0.61</b>	1.15	n/a
<b>Attainment 8 score average</b>	<b>53.44</b>	60.16	n/a

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy standards on entry to KS3 are lower for disadvantaged students than for non-disadvantaged students - 'all' current Y7 have an average reading age 13.01, disadvantaged Y7 students have an average reading age of 11, non-disadvantaged Y7 students have an average reading age 13.06.
<b>B.</b>	KS2 scores for maths are not available this year due to Covid. However, early internal assessment indicates disadvantaged students are significantly behind their non-disadvantaged peers with disadvantaged students scoring an average of 39% in their term 1 assessments compared to 51% by their non-disadvantaged peers.

<b>C.</b>	Threshold attainment in maths and English for disadvantaged students is lower than non-disadvantaged with 71% of PP students achieving or exceeding a standard pass compared to 91% of non-PP students. Last year these figures were 74% and 82% respectively so the gap has increased due to improvement for non-disadvantaged students, and marginally lower attainment for the disadvantaged.	
<b>D.</b>	High quality teaching disproportionately benefits disadvantaged students but more can be done to support and develop teachers so that they are well equipped to address the issues associated with material disadvantage.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance rates for disadvantaged students increased very slightly this year, from 93.2% to 93.4%. However, attendance for all students was 95.3% and so a gap still exists. These figures are considerably higher than the national averages but attendance is threatened further this year by fears around Covid.	
<b>F.</b>	A number of national teacher surveys suggests that the impact of Covid has been much more significant for disadvantaged students, who have been reported to have completed less work, with less support during remote schooling. The FEA suggests persistently disadvantaged students were already 22 months behind their non-disadvantaged peers before lockdown.	
<b>G.</b>	Self-efficacy, emotional and psychological factors impact on disadvantaged students' levels of motivation and aspiration, which ultimately can impact negatively on attainment, attendance and retention into 6 <sup>th</sup> form.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Standards of literacy in KS3 are the same for disadvantaged and non-disadvantaged students.	The accelerated reader programme will show the same levels of progress being made by PP and non-PP students. Average reading age in Y9 will be the same as non-PP.
<b>B.</b>	Standards of numeracy in KS3 are the same for disadvantaged and non-disadvantaged students.	Internal assessment demonstrates the achievement gaps in years 7-9 reduce between term 1 and 6.
<b>C.</b>	GCSE attainment levels for PP students continue to improve.	PP students achieve attainment 8 score of 55+.
<b>D.</b>	Attendance rates for PP students improve further.	Attendance for PP students to meet or exceed 95%
<b>E.</b>	Greater levels of aspiration with more Y11 students staying on at Bennett to study in the 6 <sup>th</sup> form.	Retention of Y11 PP students into 6 <sup>th</sup> form is at least the same as non-PP students and at least 75% (15 or more)
<b>5. Planned expenditure</b>		
<b>Academic year</b>	<b>2020-21</b>	

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome(s)</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead (overseen by Pupil Premium director – Nicola Santaana)</b>	<b>When will you review implementation?</b>
B & D	Early GCSE intervention by subject	Increased GCSE APS will allow more Y11 students to access facilitating subjects at A level. Variation and knowledge gaps are more likely to be prevalent post lockdown, and will need addressing.	Subject teams to begin GCSE clinics as soon as they are able. Use of trial exam outcomes in term 3 to identify specific students that require ongoing additional teaching in specific subjects.	Lee Stoodley – Assistant Head teacher	Sept 20
A	Accelerated Reader Programme, Lexia and other literacy interventions	Direct instruction is required if students are to go beyond simply decoding text. Focused reading is required and students need to be explicitly taught so all can comprehend vocabulary as well as decode it.	Use of AR reading test results to be monitored and used for future decisions about targeted interventions. Reading age tests to monitor progress but essentially this about students being able to access the curriculum.	Tracy Wootton – LRC manager  Lynsey McFerran – SENCO & PP director	Sept 20
All	Increased CPD opportunities	Pedagogical content knowledge remains a key factor in highly effective teaching. Professional knowledge around scaffolding, sequencing and assessment is key to ensuring inclusive teaching.	Additional fortnightly briefings to further improve the quality of teaching. On ongoing programme of teaching observations to monitor the impact these have on practice.	Lee Stoodley – Assistant Head teacher	Sept 20
A, B, D	Growth and development of homework club	The opportunity to practise and consolidate learning is vital if learning is to be secured and transferred to the long term memory. Expert support will be provided to students who have barriers to this being achieved at home.	Identification of those students who are most at risk and careful monitoring of attendance. Proactive approaches to getting students to attend where they elect not to.	Head of Student Support	Sept 20
<b>Total budgeted cost</b>					<b>£ 35,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B	Additional teaching and tutoring in KS4 maths and English	There is clear correlation between teaching hours and performance so we want to increase teaching hours for disadvantaged students. Recent research by the NFER indicates that students from high affluence households are 75% more likely than students from low affluence households to receive private tutoring. The Sutton Trust recommends smaller group tuition for PP students to counter this.	Funding will be used to provide one hour of additional teaching each week. Selected students will also receive 15 hours of tutoring in 3:1 arrangement. To ensure effectiveness we plan to use Bennett teachers, who know our curriculum, rather than the national tutoring programme.	Alasdair Jones – maths teacher  Rachel King – English teacher	Sept 20
B & D	Direct support for teachers to meet learning needs of disadvantaged students	Material disadvantage manifests itself in different ways meaning that students will often have different difficulties and needs for teachers to adapt to. The EEF points to adaptive teaching as being crucial if all students are to make progress.	Interviews with each student will be conducted so that a register with individual profiles can be created and shared with teachers.	Lynsey McFerran – SENCO & PP director	Sept 20
B	Intensive teaching programme during Easter holidays	The impact of this in science, maths and English was very positive in 2018 (lockdown meant it could not run in 2019). Teachers were able to provide support that really enhanced the students' ability to revise effectively for their exams.	Teachers involved to carefully plan and resource these workshops having reviewed PP progress data. Early notification provided and direct contact with home to ensure students' attendance.	Lee Stoodley – Assistant Head teacher	Sept 20
<b>Total budgeted cost</b>					<b>£55,000</b>
<b>iii. Other approaches</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Direct support for students and families regarding emotional difficulties	The work by the Welfare team remains vital to improve attendance and ensure students can focus on learning rather than be distracted by emotional difficulties. This will be supported further by adding an emotional literacy support officer (ELSA) to the team.	Attendance rates will be closely monitored and additional funding will mean further strategies can be used to affect this. These include text 'nudging' and student mentoring. A full record of support (internal and external) is maintained by the welfare team.	Karen Brookes – Deputy Head teacher	Sept 20
C	Enhanced induction for Y6 into 7 PP students	Transition to secondary school is likely to be more challenging for PP families in terms of associated costs and enhanced induction can ensure a smooth start to secondary school, which will be more likely to lead to sustained attendance. The induction will focus on learning needs but consider other barriers too.	Early identification of Y6 PP students to ensure programme is carefully tailored to meet learning needs; namely literacy and numeracy deficits.	Nicola Santaana – Head of Student Support	Sept 20
B, D, C	Deliberate development of cultural capital	PP students can often have limited experiences beyond their own immediate sphere and this can reduce opportunity to develop cultural capital. This situation has been exacerbated by Covid 19. PP students will be targeted for explicit opportunities in music, sport, work experience, higher education so that they can access a curriculum that will support their social mobility.	Through direct liaison with staff overseeing these opportunities and from speaking to YMs to ensure that those who will benefit the most are prioritised.	Rebecca Malone – Head of 6 <sup>th</sup> form (higher education)  Chris Woollett – Assistant Head (co-curriculum)	Sept 20
<b>Total budgeted cost</b>					<b>£20,000</b>

## 6. Review of expenditure

Previous Academic Year	2019-20	Actual spend	£159,526
<b>i. Quality of teaching for all</b>			

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost (actual spend) <b>£51,744</b>
B & D	Early GCSE intervention by subject	GCSE outcomes for disadvantaged students did improve across all subjects between the term 2 trial exam and the summer outcome. Attendance at clinics increased and there was a clear correlation between student outcomes and frequency of attendance at clinics.	The lockdown meant that these clinics could not happen beyond March. Ideally, we would start these sooner this year but Covid 19 precautions are making this more difficult. The trial exams will be in term 3 and a number of departments are intending to run the clinics in the run up to these as well as afterwards.	
A	Accelerated Reader Programme	AR covers Y7-9. PP pupils outperformed their peers between September 2019 & January 2020. Scheduled reading tests were not undertaken in April 2020 due to the impact of Covid19 & lockdown measures. Therefore, any further progress in the academic year 2019 -20 cannot be assessed.  Whole Year group progress between Sept 2019-Jan 2020 = +0.02 months improvement in Reading Age.	The AR programme is a very successful programme for the improvement of reading across the board (PP and those not eligible for PP). The school will continue this approach.  Lessons learnt: The AR programme can be conducted virtually, although it is not ideal. The availability of reading books and in particular ebooks was an issue. The library has since changed its library management system to incorporate an ebook lending service. The impact of this will be assessed in the academic year Sept 2020-July 2021.	
A, B, D	Growth and development of homework club	Homework club ran on Mondays to Thursdays from September until lockdown. It was staffed by 2 regular members of staff plus one member of LMT. It was accessed by 38 students in total, 13 of whom were PP and the others were vulnerable due to family backgrounds.	Due to Covid restrictions, homework club will be run for year 7 & 8 students only in 2020-21.  Students who attended in 19-20 were reported as handing in their homework more consistently and were completing homework more thoroughly and to a higher quality;	

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost (actual spend)</b>  <b>£69,594</b>
B	Additional teaching in KS4 maths and English	Students who attended regularly attained higher grades than those who didn't. Despite a robust approach to monitoring attendance, some students attended sporadically and parental support was limited. The impact was impeded by lockdown and the curtailment of this strategy in March.	The impact is clear but we do need to increase students' motivation to attend regularly. A clear scheme or unit of work over 15 tutoring hours (3 terms) will help. In addition, larger groups will be taught for an hour a week and this will consolidate what is being taught in lessons at the time.	
B & D	Early GCSE intervention by subject for PP students	The impact was impeded by lockdown and only a handful of clinics were run before lockdown.	Subject teams will continue to use this approach to close gaps and consolidate foundational knowledge. These clinics have been proven to be effective in previous years and would likely have been last year as well.	
B	Intensive teaching programme during Easter holidays	We were unable to run this due to Covid.	The impact outlined in last year's report means that funding will be set aside to run this during Easter 2021. More funding has been set aside this year to account for greater numbers of students being behind but the trial exam outcomes will provide us with more information on this.	

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost (actual spend)</b>  <b>£38,188</b>
C	Direct support for students and families regarding emotional difficulties	Support provided from welfare team along with services such as Early Intervention (Pauline Mabey Counsellor and Therapist),	Early Intervention and Fegans continued with support throughout lockdown, providing sessions via Zoom/telephone.	

		<p>Fegans Counselling and Connect mentoring. Services provided encouraged vulnerable students in to school thus improving attendance.</p>	<p>Members of welfare team provided remote support for students and their families throughout lockdown, including contact check ins throughout school holidays. Remote support was successful when students and families engaged. We would continue with remote approach in the event of a further lockdown.</p> <p>These services have been successful in supporting students with a range of difficulties, including those not receiving PP.</p>	
C	Enhanced induction for Y6 into 7 PP students	<p>This was not possible as planned. Instead a number of Zoom meetings were used and there was an extended induction period in September, which was for all students. Early indicators such as attendance and report data suggest students have not been disadvantaged by this.</p>	<p>The most significant issue with not having students in for part of their induction was that early literacy intervention could not be started. We will return to our normal approach in term 6 for the 2021 cohort.</p>	
B, D, C	Deliberate development of cultural capital	<p>This has unfortunately not been possible to develop in the usual ways with excursions and trips cancelled due to the global pandemic. Typically we subsidise trips in order to allow students an experience of living away from home and receiving an active curriculum.</p> <p>However, we have been able to continue to recruit participation in the DofE</p>	<p>The subsidising trips has helped to a degree. For some the financial commitment can still be too great. In the aftermath of Covid-19 we are now exploring how day trips in activity week might provide rich experiences but for lower costs.</p> <p>To make these available to more students low cost options are preferred.</p>	
C, D	Increase KS4 attendance to extra-curricular clubs	<p>Prior to the closure of schools in March 2020, KS4 participation remained an area for development. Unfortunately, whilst lessons continued remotely, the cessation of in-school activity did not permit this objective to be met.</p>	<p>When extra-curricular activities begin again, this will need to be a focus for continued development.</p>	

C, D	Increased participation in residential trips	n/a	n/a – At this point, current restrictions around Covid 19 means that we are unable to plan for these this year.	
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## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The impact of Covid 19 and lockdown is expected to impact disadvantaged students disproportionately. This is largely being attributed to a lack of technology and limited access to remote teaching, and a lack of support from parents in disadvantaged families. Disadvantaged students continued to be a priority for us during the national lockdown and this meant identifying and addressing need around technology and access, but also supporting teachers so that remote teaching was of the highest quality. Much of this prevented disadvantaged Bennett students from experiencing the same loss in learning that seems to be the national trend. This has been evidenced particularly clearly with the Y8 and Y9 reading assessments, where the vast majority showed no sign of literacy regression. As outlined in this report, we will continue with effective interventions to support disadvantaged students, but our broader approach will be to sustain, and improve, the standard of teaching that all students experience, whether that be in school or remotely.





