

Pupil premium strategy statement – Bennett Memorial School

Draft 1 – to be reviewed when data and budgets are finalised in term 2

| 1. Summary information | | | | | |
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| School | Bennett Memorial Diocesan School | | | | |
| Academic Year | 2019 - 2020 | Total PP budget | £ 109,395 | Date of most recent PP Review | Sept 19 |
| Total number of pupils | 1336 (yr7-11) | Number of pupils eligible for PP | 117 | Date for next internal review of this strategy | Jan 20 |

| 2. Current attainment | | | |
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| | Pupils eligible for PP (Bennett) | Pupils not eligible for PP (Bennett) | Pupils not eligible for PP (national average) |
| % achieving grade 9-4 in both English and mathematics | 74% | 82% | TBC |
| Progress 8 score average | 0.27 | 0.89 | TBC |
| Attainment 8 score average | 48.79 | 54.8 | TBC |
| % Ebacc pass | 31.6% | 35.8% | TBC |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i> | |
| A. | Literacy standards on entry to KS3 are lower for disadvantaged students than for non-disadvantaged students (current Y7 have average of 102 – non-PP average score is 106.6). Disadvantaged Y7s have an average reading age that is 16 months lower than non-PP Y7s. |
| B. | KS2 scores for maths are lower for disadvantaged (current Y7 have average score of 101.4, non-PP is 105.5) |
| C. | Threshold attainment in maths and English for disadvantaged students is lower than non-disadvantaged with 74% of PP students achieving or exceeding a standard pass compared to 82% of non-PP students. Last year these figures were 81% and 88% |

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| | respectively so the gap is actually the same, more or less. Whilst there were only 19 PP students in Y11, it is worth noting that just 2 failed to attain a grade 4 or above in either maths or English language. |
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External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Attendance rates for disadvantaged students dropped this year, from 94.3% to 93.2%. Attendance for all students was 95%. The gap is largely attributable to a small number of PP students with ongoing, persistent absence. A considerable amount of evidence points to a clear correlation between attendance and achievement so we will continue to prioritise improvement here, investing more time and effort into getting students into school. Our focus will be on persistent absence and this means bespoke strategies for individuals. |
| E. | Some disadvantaged students cannot access resources at home so homework and independent study is not always as effective as it could be. A number of strategies will focus on supporting students so that they can spend more time at school to complete work. Other strategies will seek to engage parents more so that working at home can be as effective as possible. |
| F. | 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 th form. |

| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | Success criteria |
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| A. | 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. | GCSE attainment levels for PP students continue to improve. | PP students' attain an APS of 55+. |
| C. | Attendance rates for PP students improve further. | Attendance for PP students to meet or exceed the school's target of 96.5% for all students with fewer than 7% persistent absence. |
| D. | Greater levels of aspiration with more Y11 students staying on at Bennett to study in the 6 th form. | Retention of Y11 PP students into 6 th form is at least the same as non-PP students and at least 80%. |

5. Planned expenditure

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| Academic year | 2019-20 |
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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

| Desired outcome(s) | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead (overseen by Pupil Premium director – Nicola Santaana) | When will you review implementation? |
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| B & D | Early GCSE intervention by subject | Increased GCSE APS will allow more Y11 students to access facilitating subjects at A level. | Use of subject team development plans and performance management objectives to define roles within each subject team that ensure all students' attainment in GCSE courses is closely monitored and support given more precisely when needed. | Lee Stoodley – Assistant Head teacher | Sept 20 |
| A | Accelerated Reader Programme | 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. | Tracy Wootton – LRC manager | 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. | Karen Brookes – Deputy Head teacher Nicola Santaana – PP director | Sept 20 |
| Total budgeted cost | | | | | £ 40,000 |

ii. Targeted support

| 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? |
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| B | Additional teaching in KS4 maths and English | 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 more small group tuition for PP students to counter this. | Attendance of targeted students will be crucial. This will be monitored weekly and direct communication with parents and students will aim to establish routine attendance. We noted that last year that of the 20 students invited to English tutoring, just 11 attended regularly. 3 of these met their target grade, 8 exceeded it. 6 of 9 who did not attend failed to meet their target grade. | Nicola Santaana – PP director (supported by lead teachers in maths and English) | Sept 20 |
| B & D | Early GCSE intervention by subject for PP students | Increased GCSE APS will allow more Y11 PP students to access facilitating subjects at A level. Early intervention to better engage with parents. This means ensuring attendance at PCEs, direct follow up to student reports and direct communication of specific clinics and catch-ups. | Subject leads to ensure that all PP students included in the monitoring strategy outlined in 'Quality of teaching for all' | Nicola Santaana – PP director (supported by STLs) | Sept 20 |
| B | Intensive teaching programme during Easter holidays | The impact of this in science, maths and English was very positive last year. 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. | Nicola Santaana – PP director (supported by STLs) | Sept 20 |
| Total budgeted cost | | | | | £60,000 |

iii. Other approaches

| 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? |
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| C | Direct support for students and families regarding emotional difficulties | The impact of this work by the Welfare 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. | 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. | Early identification of Y6 PP students and review of 2018 induction with previous PP director to ensure programme is carefully tailored to meet their needs. | Laura Williams – YM (supported by STLs) | 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. 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. | Nicola Santaana – PP director (supported by STLs) Rebecca Malone – Head of 6 th form (higher education) Chris Woollett – Assistant Head (music and sport) Alban Poulson – Y10 manager (work experience) | Sept 20 |
| C, D | Increase KS4 attendance to extra-curricular clubs | Internal data shows that PP students' attendance at extra-curricular clubs is lower in KS4 compared to KS3. Whilst this is the same for non-PP students, PP students are less likely to be able to access clubs and activities outside of school. This means important opportunities to develop positive relationships and self-esteem can be missed. | Use of SIMs activities software to monitor attendance and this to be used by year managers to speak with PP students directly to limit barriers to participation. | Chris Woollett – Assistant Head teacher | Sept 20 |
| C, D | Increased participation in residential trips | With a particular focus on Y9, this is in response to 7 students out of 30 not | Early discussions with Y9 PP students to chip away at concerns. | Chris Woollett – Assistant Head teacher | Sept 20 |

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| | | <p>taking up the opportunity to sign up for a residential trip during activities week 2019. The Paula Hamlyn Foundation points to evidence that these trips boost confidence and self-efficacy at a crucial time in a student's school career. Relationship with peers and teachers are strengthened and that these benefits are sustained throughout the rest of their schooling.</p> | <p>Elevation of fears/anxieties through clear communication of what the various trips include. Direct financial support and increased payment schedules to be made available.</p> | | |
| Total budgeted cost | | | | | £30,000 |

| 6. Review of expenditure | | | | | |
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| Previous Academic Year | | 2018-19 | Actual spend | £130,000 | |
| i. Quality of teaching for all | | | | | |
| 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) £48,725 | |
| B | Early GCSE intervention by subject | The trial examination data from term 2 indicated that non-PP students had an A8 of 52.28 and a P8 of 0.57. PP students had made less progress at this stage; A8 of 45.95 and a P8 of 0.13. Both groups therefore made strong progress between January and the summer and we believe the EI contributed to this. | It is likely to be more even more effective if we can identify these students even sooner. This year a term 1 RAG report will help us to do this and kick the process off at the start of term 2 with PCEs. | | |

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| A | Accelerated Reader Programme | All students in KS3 made an average of 7 months additional progress over the course of the year. PP students with particularly low starting points made considerably more progress with one student making 3 years and 8 months of additional progress in Y9. | This tried and tested approach to improve literacy for all students will continue. We will attempt to identify what underpinned the considerable progress made by some PP students with low starting points and attempt to use this to apply AR in bespoke ways for individual students. | |
| All | Homework club | Students who attended regularly collected almost no red ipoints. Behaviour in homework club was excellent and students were able to concentrate in an environment conducive to practice. | In order to provide this important opportunity for more students, we will need to look at ways to increase the amount of support on offer, which is reflected in the increased budget. | |

ii. Targeted support

| 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) £67,761 |
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| B | Early GCSE intervention by subject for PP students | The trial examination data from term 2 indicated that non-PP students had an A8 of 52.28 and a P8 of 0.57. PP students had made less progress at this stage; A8 of 45.95 and a P8 of 0.13. Both groups therefore made strong progress between January and the summer and we believe the EI contributed to this. | It is likely to be more even more effective if we can identify these students even sooner. This year a term 1 RAG report will help us to do this and kick the process off at the start of term 2 with PCEs. | |

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| B | Intensive teaching programme during Easter holidays | Those who attended made greater progress from their trial exams than those who did not. | This is clearly a strong way to boost effective study just before the examination period and it is something we will seek to develop further in terms of attendance and subjects included. | |
| iii. Other approaches | | | | |
| 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) £39,782 |
| C | Enhanced induction for Y6 into 7 PP students | Y7 PP attendance is excellent 4 weeks into term 1 (97.3%). This represents just 2 unauthorised absences out of a possible 460 and indicates transition has been very well supported. Softer evidence includes the Y7 interim 1 report which indicates that all PP students are punctual, have the correct uniform and are confident to participate. | The interim report indicated that tutors had minor concerns about 6 students' organisation. This is a greater proportion than for non-PP students and could link to executive functioning. Next year this will be an explicit area of transition LAW works on with PP students. | |
| C & D | Direct support for students and families regarding emotional difficulties | Attendance for PP students was slightly lower than the previous year as stated. However, only 8 PP students received EI or counselling. | This year will we try to be even more proactive with disadvantaged students as we feel parents are less likely to push for direct support. LST and NSA to consider how best to monitor these students' emotional health so that support can be provided as soon as possible. | |

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| D | Aspirational work experience opportunities | PP students accessed placements in a range of excellent industries thanks to the hard work of the YM and Sarah Child. These included media, education, scientific research and vets practices. Many have stated the motivational effect this has had on them in striving for excellent GCSE outcomes to access these kind of career routes. | In some cases it seems clear that work experience placements can be intermediating as students lack cultural capital and/or self-esteem. We will attempt to address this more directly in KS3 but also consider the value other types of placement may have for some students. For example, one PP student who has issues with punctuality, attendance and work ethic spent a week with landscape gardeners, who had very high expectations of him in these areas; the placement was therefore highly successful. | |
| C & D | Increase KS4 attendance to extra-curricular clubs | Average attendance for KS4 PP students ended the year in line with non-PP students. Direct support for PP students in general resulted in PP students (all years) having approximately 10% greater attendance than non-PP students. This clearly helps address the fact that PP students are less likely to be involved in clubs outside of school. | At the mid-year review average attendance for KS4 PP students was higher than non-PP due to a full enrolment in the D of E Bronze award. Some PP students ended up dropping out (a few due to physical health, one did it with their cadet troop). This year we will need to provide direct support throughout the programme and seek to employ form tutors to monitor involvement more closely. The D of E lead will look at reasons for withdrawal (early indicators are that PP students struggle with the volunteering component, which we can support with). | |

7. Additional detail

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

The 2019 data seems to indicate that there has been a significant fall in the progress made by disadvantaged students. In reality, it reflects the impact that persistent absence of a few students has on data when the sample size is just 19. This is supported by the 2019 Y10 RE data (2019-20 Y11 cohort) where students take the GCSE exam one year early and have an A8 score of 51.5, less than half a grade lower than their non-disadvantaged peers.

It is supported further by the fact that at the start of year 7, a relatively wide gap exists between disadvantaged students as measured by their attainment on entry but this is systematically narrowed across their time in the school. In addition, the data for 12 disadvantaged students completing their time in the Bennett sixth form in 2019 show that they attained as strongly as their non-disadvantaged peers with an APS of 35.52 compared to 35.32 overall.

The school's broader approach to supporting students from disadvantaged backgrounds will therefore continue and this will primarily be developing highly effective teaching for all, since evidence shows that disadvantaged students benefit disproportionately from this. This largely means the continuation and refinement of strategies that have been successfully employed in recent years.

The EEF Guide to Pupil Premium provides the foundation for the school's pupil premium policy and whole school policies (teaching, behaviour, etc) will continue to benefit disadvantaged students as well as non-disadvantaged.

We will continue to commit to a budget that exceeds the PP funding and this year an additional £20,000 will be made available to help address the deficit that many disadvantaged students have in terms of academic progress.



