



Objectives for Pupil Premium Spending

Through strategic planning and a careful assessment of needs, Bishop Justus School is identifying the barriers to learning for pupils in the school eligible for pupil premium (PP). The pupil premium allocation will be used to overcome these barriers and achieve the desired outcomes using identified success criteria. The school uses funding to meet the needs of its disadvantaged learners, these students may or may not meet the criteria for PP eligibility.

At entry to year 7 there is a 25% gap in progress, in Bromley, between those eligible for PP funding and those not. The school has 1225 pupils of which 25% are eligible for pupil premium.

The School Improvement Plan (SIP) highlights 2 key areas which are the focus of Pupil Premium spending:

Narrow the gap in attainment and progress between disadvantaged and non-disadvantaged students through improved depth of knowledge.

Develop data systems to effectively track provision for disadvantaged learners and pupil's progress and from their starting points.

- Across the year groups, there is both a gap between attainment and progress of students eligible for PP and those not. At KS3 the way we track assessments and pupil progress is changing and this report will be updated to reflect this at the next review.
- Year 8- 87% of eligible students are making good progress, compared to 89% of pupils not eligible working towards target grades.
- Year 9- 70% of eligible students were making good progress, compared to 75% of pupils not eligible working towards target grades.
- Year 10- currently 32% of pupils eligible for PP are expected to achieve a positive P8 (progress 8) on most recent progress measures compared to 49% of pupils not eligible.
- Year 11- students, currently 44% of pupils eligible for PP are expected to achieve a positive P8 (progress 8) on most recent progress measures compared to 59% of pupils not eligible.
- Detailed data on most recent GCSE results (2018) will be added below, once validated.
- Last year attendance rates for pupils eligible for PP was 93.3% which was 1.7% below the school average (please see h. and i. below)

Click here for our school webpages on PP – <http://www.bishopjustus.bromley.sch.uk/592/pupil-premium>

Number of Pupils on Roll	1225	
Number of Pupils on Roll eligible for Pupil Premium	316	
Pupil Premium Grant Allocation Amount	2017/2018	£254,320
	2018/2019	£263,670

Planned Expenditure for 2018 to 2019

Year Group	Barriers to educational achievement faced by eligible pupils.	Item/Project designed to address these barriers	Description of activity and the reasons for this approach	Cost?	What is the expected impact/desired outcome on eligible and other pupils and how will this be measured?	Staff Lead	Review Date
9/10/11	<p>Eligible pupils not achieving solid GCSE results across at least 8 subjects at GCSE.</p> <p>Progress measures from their starting points not as good as pupil's not eligible for PP funding.</p> <p>Lack of cultural</p>	<p>A. High quality teaching</p> <p>B. Targeted One to One support</p> <p>C. Training for staff</p> <p>D. Appropriate</p>	<p>A. Recruitment and retention of quality teachers and staff supportive of our school vision and ethos. Effective programmes of teacher development (CPD) and support. Maintain extra member of team in maths and English to allow for flexibility in class sizes. Significant research has shown the positive impact quality teaching has on disadvantaged pupils, and this is our priority strategy, and the detrimental impact poorer quality teaching has on these students. https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf</p> <p>B. Matching to pupil need, without taking focus away from classroom teaching. Gateway provision, and other internal and external tuition, to enable individual progress.</p> <p>C. CPD for key staff and whole staff training on effective strategies using national, local and school research/agenda to inform best practice for provision.</p> <p>D. SL's to make budget bids to ensure quality subject</p>	<p>100,000</p> <p>20,000</p> <p>2,000</p> <p>2,500</p>	<p>Improved percentage of eligible pupils achieving a positive Progress 8 (+P8) score, compared to % +P8 of non-eligible pupils.</p> <p>B. Maintain pupil progress in these areas, measured on SISRA-residuals and progress</p> <p>C. Improved staff understanding of area/improved provision for students. (staff</p>	<p>Assistant Headteachers (AHT's) Subject Leaders (SL) In Maths and English</p> <p>AHT lead Inclusion Manager</p> <p>AHT lead</p> <p>AHT lead</p>	<p>03 2019</p>

capital- in terms of breadth and depth of core knowledge vital to their flourishing.	resources for all subjects.	provision for eligible pupils (e.g. resources, materials).		survey)	ALD	
	E. Financial barriers are removed to accessing core knowledge.	E. Necessary materials provided to match student needs e.g. revision materials, trips enriching cultural capital.	3,500	D. Well-resourced departments, able to cater for all PP eligible student's needs.	AHT, Careers counsellor	
	F. Careers guidance.	F. Careers guidance counsellor (part funded) to ensure priority for PP eligible pupils, with early intervention, support and guidance in regard to future education, training and employment.	5,000	E. Eligible students to not feel at a disadvantage, and be able to access core knowledge and improve cultural capital. Measured through spend and survey.	Subject leaders AHT lead	
	G. Specific strategies based on pupil's individual needs.	G. Specific interventions other than 'B' above, as a result of interviews/surveys with PP eligible students.	2,000	F. 0% NEET	All involved	
	H. Pastoral support and guidance.	H. Maintain provision of Year coordinators, to provide capacity to support the 'whole child' in their progress, with a priority for disadvantaged students. School counsellor to make priority for PP eligible students, This is to meet the deeper needs of pupils and supporting them, improving their well-being and enabling them to build stronger relationships at school (with other pupils and adults).	100,000	G. Provision matched to needs, to enable progress (surveys and data)	AHT and Assistant KS directors	
	i. increase	i. Assistant directors of Key stage 3 and 4, part funded to enable focus on provision for disadvantaged student's	10,000	H. Enabling the holistic progress of pupils,		

		<p>capacity of team dealing with disadvantaged to include other staff.</p> <p>j. Homework support.</p>	<p>needs in their year groups. Recommendation from https://www.suttontrust.com/research-paper/potential-for-success-schools-high-attainers/ to increase capacity of highly able coordinators to be involved.</p> <p>j. Homework club (lunch and afterschool) to provide space/time for homework, and support and guidance.</p>	5,000	<p>particularly the well-being of students.</p> <p>i. More detailed knowledge of pupils needs, and shared accountability for provision of resources and support to match pupil's needs. Attendance rates of eligible pupils to move closer in line with those of peers.</p> <p>j. Allow all students the opportunity and access to necessary resources and support when doing homework.</p>	HW club staff	
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7/8	<p>Lack of cultural capital- in terms of breadth and depth of core knowledge vital to their flourishing.</p>	<p>k. Analyse gaps in pupil’s cultural and academic capital through surveying and questioning pupils on entry to match provision with their individual needs.</p> <p>L. Implement specific strategies to be based on needs arising from analysis. Make funding decisions based on cohort research and knowledge of individual students.</p>	<p>In addition to B, C, D, E, G, H, I, J from above</p> <p>k.& L. Individual needs of pupils need to be known more fully so as to meet their needs more fully.</p> <p>Results from questionnaire/survey along with the discussion with students (all involved e.g. YC’s, ALD’s) will inform decision making in regard to both large interventions and personalised ones. Significant strategies will be added to March interim review of this report.</p> <p>m. Variety of strategies to be employed, coordinated by literacy lead. Staff trained to use P4C to enhance pupil’s verbal and written literacy, and to develop skills in dialogue. Dialogue and conversation essential in boosting pupil’s vocabulary and literacy</p> <p>http://www.beib.org.uk/2018/03/conversation-important-word-exposure-literacy-language-development/ (evidence-summary of research https://www.edweek.org/ew/articles/2015/04/22/key-to-vocabulary-gap-is-quality-of.html and https://educationendowmentfoundation.org.uk/school-</p>	<p>2,000</p> <p>12,000</p>	<p>School based research into context and needs of cohort, in addition to local and national research to form a clearer picture of needs of our eligible pupils. Further understanding of the barriers to educational achievement faced by pupils. As a result, improved provision to meet the needs of students more exactly.</p> <p>Literacy (reading writing, oracy) of</p>	<p>AHT lead</p> <p>Literacy lead AHT lead</p>	<p>03 2019</p>
	Literacy of						

	<p>eligible pupils below that of other pupils.</p>	<p>m. Retention of Literacy coordinator, extra 'eager reader lessons in lessons, Philosophy for Children (P4C) lessons in curriculum and clubs.</p>	<p>themes/literacy/#strand)</p> <p>Students in KS3 have assigned library sessions every fortnight to give them an opportunity to read and make progress. Students are provided with Literacy tools (booklets containing reading logs and vocabulary activities) to motivate learners to read regularly and with enthusiasm. Reading for pleasure improves children's vocabulary (UCL IoE, 2017): http://www.cls.ioe.ac.uk/library-media%5Cdocuments%5CReadingforpleasurestopress.pdf</p> <p>AHT lead on Teaching and Learning to liaise with Literacy lead on implementation of vocabulary programmes using tiered vocabulary.</p> <p>Evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. https://educationendowmentfoundation.org.uk/school-themes/literacy/#strands</p>		<p>pupils to improve, along with confidence in doing so.</p> <p>Students to participate in library lessons. Students to complete booklets weekly and to take reading tests at more regular intervals (to measure reading progress).</p> <p>Learning walks and audits on homework to see how much vocabulary testing is occurring. Sharing of best practice of regular vocab testing and strategies to retain regular vocabulary.</p>		
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1. Review of expenditure 2018-19

Previous Academic Year

i. Quality of teaching for all

Action	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)
A. High Quality teaching.	<p>A. Recruitment and retention of quality teachers and staff supportive of our school vision and ethos. Effective programmes of teacher development (CPD) and support.</p> <p>Maintain extra member of team in Maths and English to allow for flexibility in class sizes.</p>	<p>Improved percentage of eligible pupils achieving a positive Progress 8 (+P8) score of 46% (53% +P8 of non-eligible pupils) compared to previous year of 29% (53% of non-eligible).</p> <p>Progress 8 (+P8) score for disadvantaged pupils was -0.24. Although there is still a gap, this is the lowest gap in the last 4 years.</p> <p>Progress in English for PP eligible students was -0.18, and maths was -0.36.</p>	<p>This is to remain a key strategy, but to further hone provision in regard to CPD.</p> <p>Continue with existing strategies.</p> <p>Further support maths department with provision and support for PP eligible students.</p>

<p>B. Targeted One to One support.</p>	<p>B. Matching to pupil need, without taking focus away from classroom teaching. Gateway provision, and other internal and external tuition, to enable individual progress.</p>	<p>Use of tutoring in Gateway, by internal and external (mytutor) providers enabled tailored, individualised provision to address needs of pupils. Direct impact upon grades (to be added).</p>	<p>Reduced the provision from external to internal to reduce cost. Closer working with class teacher enable smarter tuition to meet pupils needs. External providers. Tutoring very expensive, EEF suggests small group support may be just as effective (by specialists teachers). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>
<p>H. Pastoral support and guidance.</p>	<p>H. Maintain provision of Year Coordinators, to provide capacity to support the ‘whole child’ in their progress, with a priority for disadvantaged students.</p> <p>School counsellor to make priority for PP eligible students.</p> <p>This is to meet the deeper needs of pupils and supporting them, improving their well-being and enabling them to build stronger relationships at school (with other pupils and adults).</p>	<p>Improved percentage of eligible pupils achieving a positive Progress 8 (+P8) score, compared to % +P8 of non-eligible pupils.</p>	<p>Year Coordinators remain a key asset of the school in supporting pupil’s pastorally. However, an increase emphasis on the role of the form tutor as the first port of call for pupils/parents is needed particularly as the school is growing in size.</p>

		<p>C. Improved staff understanding of area/improved provision for students. (staff survey)</p> <p>D. Well-resourced departments, able to cater for all PP eligible student's needs.</p> <p>E. Eligible students to not feel at a disadvantage, and be able to access core knowledge and improve cultural capital. Measured through spend and survey.</p>	
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		<p>particularly the well-being of students.</p> <p>i. More detailed knowledge of pupils needs, and shared accountability for provision of resources and support to match pupil's needs. Attendance rates of eligible pupils to move</p>	
C. Training for staff.	C. CPD for key staff and whole staff training on effective strategies using national, local and school research/agenda to inform best practice for provision.	A full range of CPD was given to staff, with bespoke training sessions on PP relevant issues using national, local and school research, for example 'leave poverty at the school gate' and 'the wrong blazer'.	Staff engaged further, increased understanding of issues faced by PP eligible students and strategies to support them in their holistic education.
D. Appropriate resources for all subjects.	D. SL's to make budget bids to ensure quality subject provision for eligible pupils (e.g. resources, materials).	D. Well-resourced departments, able to cater for all PP eligible student's needs.	Time-consuming in regard to administration. Strategy adapted and more streamlined going forward, giving more autonomy to subject leaders, further bids made available to other leaders/staff.

<p>F. Careers guidance.</p>	<p>F. Careers guidance counsellor (part funded) to ensure priority for PP eligible pupils, with early intervention, support and guidance in regard to future education, training and employment.</p>	<p>Careers Quality Mark achieved this year. All PP pupils received careers guidance.</p> <p>Percentages of pupils citing careers advisor as a main source of support were low (from surveys) so further use of careers advise to be incorporated into mentoring programme to increase benefit of this bespoke support.</p> <p>94% of students staying in education of entering employment (England average 94%) https://www.compare-school-performance.service.gov.uk/school/136466/bishop-justus-cofe-school/secondary (19.10.19)</p>	<p>This strategy will continue to be used, and supported by the mentoring programme (with the focus on enabling pupils autonomy, resilience and meta-cognition).</p>
<p>E. Financial barriers are removed to accessing core knowledge.</p> <p>G. Specific strategies based on pupil’s individual needs.</p>	<p>E. Necessary materials provided to match student needs e.g. revision materials, trips enriching cultural capital.</p> <p>G. Specific interventions other than ‘B’ above, as a result of interviews/surveys with PP eligible students.</p>	<p>E. Eligible students to not feel at a disadvantage, and be able to access core knowledge and improve cultural capital. Measured through spend and survey.</p> <p>G. Provision matched to needs, to enable progress (surveys and data).</p>	<p>Surveys highlighted this positively for the majority, and where not further support was given.</p> <p>Surveys/questionnaires were extremely useful and effective in providing key information to enable provision and enable progress. Interventions will continue to be used when needed e.g. (revision, clubs and materials, subsidy to trips, subsidy for music lessons).</p>

<p>H. Pastoral support and guidance.</p>	<p>H. Maintain provision of Year Coordinators, to provide capacity to support the ‘whole child’ in their progress, with a priority for disadvantaged students.</p> <p>School counsellor to make priority for PP eligible students.</p> <p>This is to meet the deeper needs of pupils and supporting them, improving their well-being and enabling them to build stronger relationships at school (with other pupils and adults)</p>	<p>H. Enabling the holistic progress of pupils, particularly the well-being of students.</p> <p>Surveys showed that significant number of students feel supported by their YC’s (more so than their form tutor with the exception of year 7), and they play a vital role in the personal development of students particularly the most disadvantaged.</p>	<p>Provision of pastoral support is essential at Bishop Justus school; the role of the Year Coordinators remains vital in this provision. And therefore provision will be continued to be funded.</p> <p>It was decided to further develop and strengthen the role of form tutors in (H) Enabling the holistic progress of pupils, particularly the well-being of students.</p>
<p>I. increase capacity of team dealing with disadvantaged to include other staff.</p>	<p>I. Assistant Directors of Key stage 3 and 4, part funded to enable focus on provision for disadvantaged student’s needs in their year groups. Recommendation from https://www.suttontrust.com/research-paper/potential-for-success-schools-high-attainers/ to increase capacity of highly able coordinators to be involved.</p>	<p>i. More detailed knowledge of pupils needs, and shared accountability for provision of resources and support to match pupil’s needs. Attendance rates of eligible pupils to move closer in line with those of peers.</p>	<p>Strategy has been effective in terms of sharing ownership and accountability of pupil progress and attendance at school. Attendance rates for PP eligible students still below that of peers. In addition to LD’s and YC’s and EWO, Form Tutors to play a deeper role to support whole school strategies.</p>

J. Homework support.	J. Homework club (lunch and afterschool) to provide space/time for homework, and support and guidance.	j. Allow all students the opportunity and access to necessary resources and support when doing homework.	This provision utilised PP and non-PP eligible students, although take up is not high it nonetheless provides key support and time when needed, therefore will be continued. Further use of library to be investigated.
K Gap analysis. L. Changes in provision based on K.	K. Analyse gaps in pupil's cultural and academic capital through surveying and questioning pupils on entry to match provision with their individual needs. L. Implement specific strategies to be based on needs arising from analysis. Make funding decisions based on cohort research and knowledge of individual students.	School based research into context and needs of cohort, in addition to local and national research to form a clearer picture of needs of our eligible pupils. Further understanding of the barriers to educational achievement faced by pupils. As a result, improved provision to meet the needs of students more exactly.	School based surveys were effective in enabling a further understanding of pupils needs and therefore the school's ability to meet pupils needs. Limited to how well/reflective/honest the pupils were in answering the questions. But survey's provided key insights and practical ideas in addressing/meeting pupils needs. However, they required intensive administration and were costly in terms of time allocation. Will continue with this strategy. With questions being refined and results shared to wider pastoral/teaching staff when appropriate.

<p>M. Literacy.</p>	<p>m. Retention of Literacy Coordinator, extra 'eager reader' lessons , Philosophy for Children (P4C) lessons in curriculum and clubs.</p>	<p>Literacy (reading, writing and oracy) of pupils to improve, along with confidence in doing so. Students to participate in library lessons.</p> <p>Students to complete booklets weekly and to take reading tests at more regular intervals (to measure reading progress).</p> <p>Learning walks and audits on homework to see how much vocabulary testing is occurring. Sharing of best practice of regular vocab testing and strategies to retain regular vocabulary.</p>	<p>Literacy Coordinator to update with review of action and impact.</p> <p>Provision for P4C unable to continue due to change in staffing, timetabling and training requirements within the RE department. Philosophy Club to continue being run by Sixth Formers.</p>
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