AQUINAS

1. Summary information			
School	Bishop Justus Church of England School		
Academic Year	2019-20	**Total PP budget**	£257,125
Total number of pupils	1287	**Number of pupils eligible for PP**	335

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.24	Not published as of 19.10.19 https://www.gov.uk/school-performance-tables
Attainment 8 score average	40.44	Not published as of 19.10.19

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Aspiration and the strong character to succeed (not of all students) Low level metacognition and self-regulation of students
B.	Progress measures from their starting points not as good as student's not eligible for PP funding.
C.	Lack of cultural capital- in terms of breadth and depth of core knowledge vital to their flourishing.
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Low attendance rates of students eligible for PP (as a result of variety of factors)

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Build a strong character in Bishop Justus students. Equip students with skills and opportunities to develop their metacognition and self-regulation.	Aspirational, motivated and successful students, of a strong character who embody school virtues in academic and other aspects of school life. Independent, reflective and resilient students able to learn effectively.

B.	Ensure pupils receive quality teaching and have resources and materials needed to learn.	High quality standards in teaching and learning across the school.
C.	Enable learners to access a rich and broad curriculum, educate pupils who have lack cultural capital (low level breadth and/or depth of core knowledge).	Robust curriculum delivered at KS3. Pupils to make progress through KS3 and KS4 curriculum.
D.	Engage pupils/parents through refined attendance systems and contact with school, so as value school attendance more highly and improve attendance.	To reduce the gap between the attendance of PP eligible students to and those not eligible.

5. Planned expenditure

Academic year 2019

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

i. Quality of teaching for all

Action	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?
Ensure high quality teaching is available to all. Increase teachers expertise, knowledge and capacity to meet the needs of all learners	Recruitment and retention of quality teachers and staff supportive of our school vision and ethos. Effective programmes of teacher development (CPD) and support (Aquinas, external and school based as appropriate). Enrich programme	Significant research has shown the positive impact quality teaching has on disadvantaged pupils 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 According to Jo Blanden "A prime motivation behind the Government's child poverty reduction strategy is the belief that growing up in poverty leads to children experiencing poorer outcomes later in life. Several studies support this assertion, showing that poorer children have weaker educational attainment (e.g. Gregg and Machin, 1999), and are more likely to end up in poverty in adulthood (Blanden and Gibbons, 2006). However, all these studies present the difference in the average outcomes of poor and non-poor children; clearly there are many children raised in poor backgrounds who do well in later life."	HR Leadership to ensure quality, through recruitment/probation /review and appraisal procedures. CPD programme	HT, SLT, SL, HR AHT T &L	School SEF process

| | to meet the needs of teachers, particularly in terms of the expertise to teach highly effective lessons. Progress reviews with teachers, reviewing diagnostics to inform best practice/provision to meet learners needs, particularly those at a disadvantage. | https://dera.ioe.ac.uk/7729/1/WP31.pdf

Therefore, this is a priority strategy, to focus on the best possible provision and practice taking place in the classroom, to enable better attainment and progress so that students 'buck the trend and escape poverty in later life.' (Blanden 2006) This comprises of a variety of elements such as emphasis given to feedback, for example, as this is key in enabling pupils to know how to improve. Further training on policy and provision is an essential part of the CPD programme. The enrich programme is a key school strategy that equips teachers with further skills to meet the needs of students. All this is based in the delivery of a broad, balanced and rich curriculum that provides learners with the core knowledge to enable them flourish in school and in their wider contexts. See the following link to our website for further details on our curriculum http://www.bishopjustus.bromley.sch.uk/460/curriculum

The Enrich sessions have focused on developing Assessment for Learning, ensuring teachers have access to reliable and current research which informs practice and encourages all teachers to become reflective and responsive practitioners. Recent sessions have focused on developing students' vocabulary with an emphasis on promoting Tier 2 (cross curricular, academic language) as well as Tier 3 (subject specific vocabulary) in lessons. This is being monitored through the school's robust quality assurance programme which involves regular learning walks and book. The drive to improve standards by raising the literacy levels of students is one rooted in evidence. Books on evidence based research has been purchased and teachers have been encouraged to read these regularly as well as articles from Impact magazine (Chartered College of Teaching) which provides evidence based research on how to improve teachers' teaching practice. | | | DHT Curriculum SLs | |
| | | | **Total budgeted cost** | £90,000 | | |

ii. Targeted support

Action	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?
Gateway & Pathway provision for learners with particular emotional, social, behavioural needs.	Matching to particular pupil need, without taking focus away from classroom teaching. Gateway provision, and other internal and external tuition, to enable individual progress.	Some pupils need some alternative provision at times in school. Some student students do not succeed in a classroom environment for times/subjects depending on their needs. Alternative support/provision in school enables them to access specialist support and teaching in smaller groups and a different context. The teacher expertise in the Gateway provision ensures that no curriculum time is wasted. Students are allocated meaningful work which supports the work being completed in the classroom ensuring that students do not fall behind with their work. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ Research suggests that these isolated strategies need to go hand in hand with other approaches such as improving teachers' behaviour management and pupils' cognitive and social skills.	Experienced SLT responsible for Gateway and Pathway provision.	NCA TAM	Term 2 Term 4

| Improve pupils metacognition and self-regulation | Form tutors (and others) to work more closely with students in developing these skills. Mentoring programmes and resources developed to support learners to be reflective, understand how they learn and plan | Although pupil aspiration is low for some pupils, EEF research points that it is more likely that the knowledge and skills and the characteristics needed to achieve their aspirations are the bigger issues. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/ Students who are reflective and understand how they learn (and plan and review accordingly) and have the motivation and autonomy to succeed, do so. Equipping students with this skills and allowing opportunities for developing these attributes https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ The tutor programme reflects the school's drive to develop and develop and embed student independence, and encourage students to become more reflective and resilient learners. This is particularly evident in the Year 10 and Year 11 tutor programme where teachers deliver sessions in Form time, which encourage students to take more ownership of their learning. There are also after school revision sessions now in place in which specific students are directed to attend in order to consolidate and extend their learning. Several Enrich sessions have focused on developing student metacognition and teachers have been given practical suggestions as to how they can build in meaningful student self - reflection in lessons. Mentoring programmes seem to have little impact on academic outcomes. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/ Therefore | Monitoring and review, and pupil feedback from surveys and meetings. | SLT PP Supported by LD's SLT HPA | Term 2 term 4 |

		metacognition. The schools mentoring programme is not simply that. Mentors are to use a specialist booklet (developed for us and by us) and training, utilising and enhancing existing school wide strategies so that pupils can be guided to develop their self-regulation and plan for their futures.			
				Total budgeted cost	**£77,000**

iii. Other approaches

Action	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?
Ensure that pupils needs are known	Survey/interviews with pupils to elicit needs so as tailored provision and support can be put in place to meet their needs.	Blanket strategies are not cost-effective as needs of students vary and they do not all require the same strategies or resources. Some pupils may have particular pastoral needs, others specific academic needs. https://researchschool.org.uk/rosendale/blog/pupil-premium-making-it-better Ideally pupils will be autonomous and self-regulatory, but firstly these skills need to be developed (see below) and secondly pupils may not have the means to meet their own needs (e.g. not have access to revision materials or specialist support). Therefore, further knowledge is needed to in order to find out how best to support each child.	Audit of pupils needs as a result of surveys, etc. Needs of students to be shared appropriately. Provision mapped /tracked.	SLT PP LDs & FTs SL	Term 1, 3, 5
Develop pupils Literacy and reading for pleasure	Literacy Coordinator (TLR post) responsible for strategy and coordinate provision and enhance literacy and reading across the school (reading programmes, curricular and co-curricular events, such as national writing day and flash reading)	There is an abundance of research and scientific studies (Helen Pearson 2017 *The life Project* Penguin) showing the link between children reading for pleasure and academic outcomes. The school invests in its strong English department and whole school strategies as a result. The school continues to invest in its library provision, with additional sixth- form librarians appointed to ensure that the library is open before and after school. A fully resourced library is open every day as a result. KS3 library lessons are held once a fortnight. In order to foster a love of reading, new books have purchased for the library and put into the Eager Reader programme (8 new titles in total).	Action plan and review of Literacy provision by literacy coordinator (Line managed by SLT)	Literacy coordinator English dept.	Term 2 term 4

		A lot of work has been done with tutors to ensure that all students have a reading book as part of their expected school equipment. Students are expected to read in form time at least once and sometimes twice a week. Some tutors have a specific title/ set of books which is read by the entire form in Form time altogether. The emphasis on Literacy continue with KS3 Friday Words, which supports the weekly Word of the Week. Research has shown that knowing the roots of word (particularly Latin root words) enable students to deepen their knowledge of particular words, understand an array of words and make connections between words. Hence, Tutors are now teaching the roots of Tier 2 words which often appear in academic texts but are not always used in everyday speech. This will have a positive impact on students' literacy and thus their knowledge and understanding.			
Maintain (at least*) capacity of team dealing with disadvantaged.	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. Particularly to coordinate balance between pastoral and academic support. This strategy was implemented last year, and the approach of shared responsibility and involving more* leaders, teachers and especially form tutors in ownership of provision (to meet the needs of disadvantaged learners) is part of this strategy.	Regular meetings to review strategy and provision.	AHT	

Pastoral support and guidance	Year coordinators (YC's) funded for years 7-11	Due to the complex and individual needs of students, some venerable students need that extra support in school. Year coordinators spend the majority of time working with PP –eligible students. YC's	Regular meetings to review strategy and provision.	AHT and LD's	
				Total budgeted cost	**90,000**