

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	The Bemrose School
Number of pupils in school	1431
Proportion (%) of pupil premium eligible pupils	43% Overall Primary (31%) Secondary (50.2%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Neil Wilkinson
Pupil premium lead	Jason Pass, James Dachtler, Chloe Woodhouse, Tracey White
Governor / Trustee lead	Linda Dawson, Martin Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£668,850
Recovery premium funding allocation this academic year	£170,676 (est)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£668,850</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

Improving outcomes for disadvantaged pupils, through strategic use of Pupil Premium funding, is at the heart of our school improvement work. Our intention is that all pupils, regardless of their background or challenges they face, make improved and sustained progress.

At The Bemrose School, we have developed a three year strategy which encompasses all aspects of school life and ensures that teachers and the pastoral team work together to address the key challenges faced by our pupils. All staff have high expectations of what students can achieve and work tirelessly with families and other agencies to raise the attainment and broaden the experiences of our students.

All pupils will be able to access high-quality teaching, which is proven to have the greatest impact on closing the disadvantage attainment gap and will, in turn, benefit non-disadvantaged pupils. This is crucial when working with students who have high levels of mobility and lower starting points in literacy and numeracy.

All pupils will have the opportunity to study a broad and balanced curriculum, which is enriched with wider opportunities and experiences, enhancing their social, moral and cultural development. This also aims to raise self-discipline, aspirations and self-belief of all our learners.

## Challenges

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

Challenge number	Detail of challenge
1	High Mobility High mobility and fractured education has resulted in gaps in learning and underachievement in terms of progress.
2	Material Barriers, Cultural Capital and Family Engagement Material barriers to curriculum access and lack of exposure to wider activities that would develop pupils' cultural capital outside of school. Reduced access to ICT and online learning at home. Lack of family engagement in and out of school
3	Literacy and Numeracy Attainment Lower initial starting points in literacy and numeracy and oracy
4	Wellbeing and Behaviour Pupil wellbeing; mental health and physical health. Social and emotional wellbeing. Impact of behaviour on progress and attainment.
5	Attendance – Absence and Persistent Absence Impact of low attendance on progress and attainment.

## 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
1. To support students with high mobility, working to reduce gaps in learning and ensure progress is improved and sustained. New starters needs are swiftly determined and appropriate support and interventions are put into place. New starters have a bespoke programme, which ensures a smooth integration into the school community.	New starters are assessed so that they are placed in the most appropriate groups and have access to a curriculum that meets their needs.  Analysis of termly progress data shows that students with high mobility are on track to meet their targets.  Area Reviews show that access to learning is appropriate for all learners including SEND/EAL/HPA/GD/PP pupils

	<p>Teachers and leaders will have an accurate overview of the pupils to allow for correct pathways to be in place.</p> <p>Where outcomes are not in line with expectations LD/PPLs//Leadership will use area reviews, line management meetings, pupil progress meetings and performance management to action interventions with staff.</p>
<p>2. To ensure that there are no material barriers and that all students have equal access to the curriculum.</p>	<p>Extra-curricular is well represented by PP/SEND learners and comparable with other learners who attend.</p> <p>We offer a range of wider activities, that develop students' 'Cultural Capital.'</p> <p>Staff across school foster family engagement and liaise with external agencies, e.g. NCAT to further develop links with families in our community and so increase family engagement in the life of the school.</p> <p>Disadvantaged students are given appropriate IT devices to enable effective home learning.</p>
<p>3. To raise students' literacy and numeracy attainment, regardless of starting point.</p>	<p>Disadvantaged students make good progress and achieve the challenging targets set by their teachers.</p> <p>Disadvantaged students' achievement across school is at least in line with National.</p>
<p>4. To ensure that all students are supported in terms of their wellbeing and behaviour.</p>	<p>Staff work effectively to support students' mental and physical health, ensuring they are receptive and ready to learn.</p> <p>Staff aim to ensure that students develop positive behaviours for learning, which is shown by the number of sanctions applied across phases.</p>

	<p>The Bemrose Survey shows, due to interventions and support in place, students have a high regard for wellbeing, behaviour for learning, careers and aspirations, classwork and home learning.</p>
<p>5. To improve the attendance of all our disadvantaged students.</p>	<p>Disadvantaged pupils' attendance increases and is in line or above national average of 95.3% (Primary 95.7%, Secondary 94.4%).</p> <p>The number of dis. pupils who are persistently absent is reducing and is below National PA averages.</p>

## 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: £ [£174,149]

Activity EEF tiered approach – 1	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching support – 4 x AHT (£85,781), SISRA (£11,000), 5 x PPL (£7,368), Offsite (£30,000). Teaching support – Academic mentoring (£20,000) AIP bids (£20,000)</p>		
<p>Rigorous tracking &amp; evaluation conducted throughout the year, by AHT's &amp; PPL's, to ensure that interventions are effective.</p> <ul style="list-style-type: none"> <li>• PP SIP reviews presented at key points to the leadership team &amp; linked governors.</li> <li>• Regular LM held with PPL's to assess effectiveness of</li> </ul>	<p><a href="#">Pupil premium: monitoring checklist   The Key Leaders (thekeysupport.com)</a></p> <p><a href="#">Pupil premium - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Guide for governing boards   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2 &amp; 3</p>

<p>strategies implemented.</p> <ul style="list-style-type: none"> <li>• TA support within classrooms.</li> <li>• Offsite providers, as required.</li> <li>• Providing resources for DA students</li> </ul>		
<p>Removal of material barriers, to ensure all students can access the curriculum.</p>	<p>Previous years have shown increased participation by disadvantaged students across a range of academic opportunities such as Food technology, music tuition and Physical Education lessons. This is supported by <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2
<p>The tutor time programme focuses on a balance of academic and pastoral content to allow students to develop autonomy and be strategic learners.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Due to the nature of our context, our students benefit from additional time in school to help support with gaps in learning and to consolidate and strengthen the learning in the classroom. Additional time is used for this which helps to support staff well-being and</p>	<p>The following research, by the EEF demonstrates while there is a cost, it has a positive impact: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2 & 3



workload. Lesson 6 was initially launched for KS4 and has now become a secondary wide approach, introduced to KS3		
<p>Using the new assessment system at KS3 to have an accurate overview of pupil progress. From individual starting points, strategies are then deployed effectively ensuring outcomes for all pupils continue to improve.</p> <p>Use of area reviews, line management and progress meetings alongside performance management to help track actions and their impact</p>	<a href="https://www.educationendowmentfoundation.org.uk">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a>	1
PP funding linked to AIPs is tied to clear and specific measurable outcomes for disadvantaged pupils against which leaders are held to account.	<a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	1-5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [£123,126.50]

<b>Activity</b> <b>EEF tiered approach – 2 (27%)</b> Literacy support (£33,619.50), inclusion support (Academic mentors) (£33,600), PP staff costs (£53,907),	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Literacy teaching and intervention: <ul style="list-style-type: none"> <li>Room 18 (reading): Small group work focusing on improving Literacy skills.</li> <li>English HLTA: The HLTA English is employed to work with small groups focused on literacy improvement.</li> <li>Deputy Head T&amp;L – Literacy: Oversee the</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> <a href="#">Literacy_Development_Evidence_Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a> <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy</a> Closing the Vocabulary Gap: <a href="#">word-gap.pdf (oup.com.cn)</a> <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	3

delivery and evaluation of Literacy interventions.		
Academic tutoring. Purple ruler used to provide targeted tutoring for identified students (Secondary).	<a href="#">Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)</a> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
Targeted intervention strategies: Intervention teachers in Primary and Secondary Phases.  PP Intervention	<a href="#">Selecting interventions tool.pdf (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [£361,573]

<b>Activity</b> <b>EEF tiered approach – 3 (16%)</b> <b>Lead inclusion (£28,928.50),</b> <b>Inclusion support (£112,535.50),</b> <b>Heads of Years (£92,285), Night school (£21,494),</b> <b>CEIAG (£11,530), DofE (£500),</b> <b>Music tuition (£19,300),</b> <b>Enrichment/rewards (£65,000),</b> <b>Cultural capital (£10,000)</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Inclusion</b> <ul style="list-style-type: none"> <li>Lead inclusion - Employment of lead inclusion officer to manage and lead the pastoral team (including attendance) to support the behaviour and wellbeing of all students.</li> </ul>	<a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>  <a href="https://bit.ly/3pUDL1Y">https://bit.ly/3pUDL1Y</a>  <a href="https://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	2,4 & 5

<ul style="list-style-type: none"> <li>• Heads of Year</li> <li>• Night school</li> <li>• Inclusion support (Attendance officer, Family Liaison officer, NCAT, deputy DSL)</li> <li>• Breakfast club</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <a href="#">- NAPCE</a>	
CEIAG (Careers education information, advice and guidance) <ul style="list-style-type: none"> <li>• Employment of careers link to empower students and reduce NEET figures</li> </ul>	<a href="#">NEETs: Strategies for engaging pupils at risk (sec-ed.co.uk)</a>	2
Wider strategies <ul style="list-style-type: none"> <li>• D of E</li> <li>• Music tuition</li> <li>• Enrichment/Rewards</li> <li>• Cultural capital</li> <li>• Promote good oral health</li> </ul>	<a href="https://www.dofe.org/wp-content/uploads/2019/06/Schools_DofE_Flyer-LONDON.pdf">https://www.dofe.org/wp-content/uploads/2019/06/Schools_DofE_Flyer-LONDON.pdf</a>  <a href="https://www.gov.uk/government/publications/child-oral-health-applying-all-our-health">https://www.gov.uk/government/publications/child-oral-health-applying-all-our-health</a>  <a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-captial/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-captial/</a>  <a href="#">The Benefits of Music Activity for Disadvantaged Children   Music Mark</a>	2, 4 & 5

**Total budgeted cost: £** £668,850

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim	Outcome																			
1. To ensure that the academic and vocational curriculum, and teaching, learning and assessment, equip disadvantaged pupils with the literacy, skills and knowledge needed to make good progress so that they have the best opportunity for success in their next phase of education, employment or training	<p>Summer DD3 reflects increase in progress for PP students in practical subjects when compared with Aut DD1.</p> <p>% increase on/above track</p> <ul style="list-style-type: none"><li>Yr9 Art: 6.6% increase for on/above track</li><li>Yr9 PE: 28.3% increase for on/above track</li><li>Yr9 DT: 48.1% increase for on/above track</li><li>Yr8 Art: 20.1% increase for on track</li><li>Yr8 DT: 21.3% increase for on track</li><li>Yr8 PE: 4.1% increase for on track</li><li>Yr11 Art: 3.9% % increase on/above track</li></ul> <p>Lesson 6 now established across Yr8-11. Timetable in place and common reg system set up. In 2022-23, the following numbers of students accessed Lesson 6.</p> <p>Yr8: 7 students, of which 5 are PP</p> <p>Yr9: 41 students, of which 17 are PP</p> <p>Yr10: 111 students, of which 40 are PP</p> <p>Yr11: 155 students, of which 63 are PP</p> <table><tr><th rowspan="2"></th><th colspan="3">% on/above track</th></tr><tr><th colspan="3">Disadvantaged Pupils</th></tr><tr><th></th><th>LPA</th><th>MPA</th><th>HPA</th></tr><tr><td>Yr8 (DD1 22-23)</td><td>48%</td><td>49%</td><td>31.3%</td></tr><tr><td>(DD3 21-22)</td><td></td><td></td><td></td></tr></table>		% on/above track			Disadvantaged Pupils				LPA	MPA	HPA	Yr8 (DD1 22-23)	48%	49%	31.3%	(DD3 21-22)			
	% on/above track																			
	Disadvantaged Pupils																			
	LPA	MPA	HPA																	
Yr8 (DD1 22-23)	48%	49%	31.3%																	
(DD3 21-22)																				

	50.9%	44.2%	13.6%
Yr9 (DD1 22-23)	51.4%	44.6%	58.3%
(DD3 21-22)	54%	52%	50%

	% on/above track		
	Non-Disadvantaged Pupils		
	LPA	MPA	HPA
Yr8 (DD1 22-23)	56%	55.9%	34.7%
(DD3 21-22)	47.9%	51.8%	24.2%
Yr9 (DD1 22-23)	62.7%	54.3%	31%
(DD3 21-22)	56%	58%	36%

## Primary outcomes 2023

EYFS	GLD
Cohort	57%
Disadvantaged	40%
Year 1 Phonics	
Cohort	70%
Disadvantaged	60%

Year 2	
Reading	At Expected Standard + %
Cohort	75
Disadvantaged	71
Writing	At Expected Standard + %
Cohort	57
Disadvantaged	47
Maths	At Expected Standard + %
Cohort	80
Disadvantaged	71
Combined	At Expected Standard + %
Cohort	56
Disadvantaged	47
Year 6	
Reading	At Expected Standard + %
Cohort	63
GD	25
Disadvantaged	42
Writing	At Expected Standard + %
Cohort	50
GD	7
Disadvantaged	32



Maths	At Expected Standard + %
Cohort	68
GD	16
Disadvantaged	53
Combined	At Expected Standard + %
Cohort	48
GD	4
Disadvantaged	32

### Secondary Outcomes 2023:

80% of Year 11 PP pupils with prior data follow a P8-compliant pathway (target 80%). Those who did not follow: 5 x EHCP students | 3 x Alternative Provisions.

50% of PP pupils without prior data to follow a P8-compliant pathway (target 40%). Those who did not follow: 3 x EHCP students.

2023 P8 for PP -0.549

2023 EBACC P8 PP -0.455

2023 EBACC Non PP -0.088

2023 EBACC overall -0.284

2022 P8 for PP pupils -0.821

2021 P8 for PP pupils -0.129,

2020 P8 for PP pupils -0.35;

2019 -0.58. Whilst the P8 score has improved year on year for PP pupils so has the P8 score for Non PP pupils and the gap has returned to that of 2019 with the gap widening in maths.

<p>2. Ensure that Pupil Premium funding is managed and allocated effectively so that it supports strategies which have a positive impact on removing barriers to achievement for disadvantaged pupils</p>	<p>Plan has been discussed in regular meetings and reviewed at LT and Gov level with extended meetings held at key points to allow planning and evaluation.</p> <p>PP funding allocated through new system. This new allocation continues to work well and helps to ensure bids consider the exact needs of the child rather than generalisations/assumptions.</p> <p>PP % overall on/above track comparing Aut DD1 to Sum DD3</p> <ul style="list-style-type: none"> <li>• Yr 8 = 0.1%</li> <li>• Yr9 = 11.1%</li> <li>• Yr11 = 0.7%</li> </ul> <p>% on track</p> <ul style="list-style-type: none"> <li>• Year 10 = 0.1%</li> </ul> <p>There were three phases of interventions in primary with disadvantaged pupils a priority. In all three phases 131 pupils were targeted for intervention. Each child made progress on individual targets that were set, because of each intervention.</p> <p>Our night school provision is funded through PP. We currently have 7 students attending this provision who would have been unable to access mainstream education due to behaviour. All 7 of the students are PP. This provision allows these students to remain in education and continue their studies through to and beyond GCSE.</p> <p><b>Secondary phase</b></p> <p>Heads of Year work closely with families of all students, but PP students in particular. When behaviour issues arise, the pastoral team contact home to make families aware and invite parents in to discuss behaviour and next steps. This ensures that PP students are fully supported in all aspects of school life.</p> <p>IDSR 2021-22 data Bemrose V's National picture</p> <p>PX</p> <p>Ever 6 Bemrose 0% National 0.42%</p> <p>Suspensions:</p> <p>Ever 6: Bemrose 1.52% National 34.64%</p> <p>1 or more suspensions</p>
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	<div>Ever 6: Bemrose 1.35% National 13.1%</div> <div>2 or more suspensions</div> <div>Ever 6: Bemrose 0.17% National 6.56%</div>																												
3. To ensure that the pastoral curriculum and pastoral leadership, as well as wider school culture, enables disadvantaged pupils to thrive during their time at the school and beyond	<b>Autumn Term 1 Data %</b>																												
	<b>Attendance</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>	Information (PP Pupils)																								
	PP Attendance	88.9%	90.3%	90.1*	*without 8x pupils we would be at 91.1%																								
	Non PP Attendance	93.8%	94.6%	95	4x school refusers																								
	<b>Persistent Absences</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>	1x mental health																								
	PP PA	32.5	39.5	31**	1x LAC AP																								
	Non PP PA	16.1	23.8	13.6	1x Medical																								
					1x Sch Refuser EHCP																								
					** without the children named above 29.8%																								
		<div>2021: 89% attendance for PP   94% for non-PP</div> <div>2020: 93% attendance for PP   96% for non-PP</div> <div>2019: 93% attendance for PP   95% for non-PP</div> <div>Our attendance officer has worked tirelessly to improve attendance for PP and this was maintained across 2022-23.</div> <div>Comparing attendance of DA students at Bemrose to the National picture:</div> <table><tr><td></td><td>23-24 Aut Term 1</td><td>22-23 Aut term 1</td><td>National Av (DFE) 22 23</td></tr><tr><td>All</td><td>93</td><td>92.6</td><td></td></tr><tr><td>Without G/R</td><td>94.4</td><td>95.0%</td><td></td></tr><tr><td>Primary</td><td>95.7</td><td>96.1%</td><td>94.4%</td></tr><tr><td>Secondary</td><td>92</td><td>91.3%</td><td>91.1%</td></tr><tr><td>SF</td><td>91.3</td><td>93.5%</td><td></td></tr></table>						23-24 Aut Term 1	22-23 Aut term 1	National Av (DFE) 22 23	All	93	92.6		Without G/R	94.4	95.0%		Primary	95.7	96.1%	94.4%	Secondary	92	91.3%	91.1%	SF	91.3	93.5%
	23-24 Aut Term 1	22-23 Aut term 1	National Av (DFE) 22 23																										
All	93	92.6																											
Without G/R	94.4	95.0%																											
Primary	95.7	96.1%	94.4%																										
Secondary	92	91.3%	91.1%																										
SF	91.3	93.5%																											

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*