

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bow School
Number of pupils in school	1207
Proportion (%) of pupil premium eligible pupils	50.7% (612)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Danny Lye (Headteacher)
Pupil premium lead	David Jones (Deputy Headteacher)
Governor / Trustee lead	Joseph Oakley (Chair of Standards Committee)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 627,908
Recovery premium funding allocation this academic year	£ 65,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 692,908</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NO

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

We strive to challenge low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence so that all young people leave our school world and career ready.

Our Pupil Premium strategy plan aims to address the main barriers our students face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success and become world and career ready.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy skills
2	Independent Learning skills
3	Speaking & Listening skills
4	Disrupted Learning by Covid
5	Socio-economic deprivation

## 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
Further Narrow Gaps in attainment between PP students and their non-disadvantaged peers.	In-school gaps between PP/NPP students narrow. Gaps between PP students and NPP Students (Nat) Narrows/Closed.
Increase proportion of PP students who obtain basic qualification of good GCSEs in English & Maths.	Rate of attainment of good GCSEs in E/M Increases at both E&M (5+) and E&M (4+).
Ensure high quality pastoral care for students such that disadvantage caused by socio-economic deprivation is lessened.	Pastoral/Safeguarding systems highly effective.

	Attendance remains above national. PA reduces.
Provide wide ranging enrichment opportunities with the aim of increasing the cultural/social capital of PP students ensuring that they are world and career ready.	All students have access to basic entitlement of enrichment. Data shows that enrichment programme is available to and accessed by large proportion of school population.

## 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: £ 147,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to have improved knowledge of all students especially disadvantaged. Staff to create context sheets with their data to inform their teaching and ensure student progress	Through schools MER process, joint learning walks and lessons observations with TLR post holders/middle leaders/SLT	1, 2, 3, 4, 5
Improve students access to literacy and numeracy across the curriculum. LT for Literacy to lead a whole school strategy to improve reading across the school including investment in uplifted post, reading assessment suite, training for staff, resource investment and school wide targeted reading programme - Accelerated Reader	Literacy and oracy levels barrier to performance in external examination and to accessing higher grades.  EEF research indicates that improved literacy and reading a key to accessing curriculum.  Strong evidence, nationally, that lockdown has widened reading gap.	1

Employment of additional specialist SEND tutor offering increased capacity in inclusion team	Internal assessment, attendance and behaviour data indicate over representation of SEND groups. Strong crossover with PP group.	3
Investment in new leadership posts focused on wellbeing and personal development. Also engagement and the extended curriculum	Lockdown indicates impact on pupil wellbeing and personal development. Role targeted at supporting this work will drive improvement, engagement and outcomes.  Emerging increase in SEMH needs. Evidence demonstrates impact on outcomes.	2,4 & 5
Improve the outcomes and opportunities for students at risk of exclusion or NEET. Recruit through TH BASS team an external consultant to provide advice and guidance.	TH BASS team have a successful track record in supporting the school and the students. Their links to PAC, SEN, FAPP and schools is invaluable.	5
Build of vocab, reading and comprehension skills on the weakest learners. Recruit for two days a week specialist SPLD teacher	Highlighted by TH through our SLA due to large numbers of students coming into Bow with these needs	1, 3, 4
Increase the attainment and progress in KS4 through the recruitment of TalentEd (tuition partner) through the NTP	The second trunk of support offered by the government. TalentEd is the company we have selected to be linked with as they were one of the first to be approved by the government.	1, 2
Improved ability of students to work independently through sessions which have been planned to develop the students'	Elevate have been chosen based on the range of courses they offer to the students, which has meant that we have been able to create a bespoke package for our students	2

abilities in terms of time management, study skills and preparing for exams		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 157,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the attainment and progress in KS4 by creating after school intervention across all subjects in Year 11, as well as Saturday and holiday intervention sessions offered to students	Small sized intervention sessions targeted on students' weaker areas will improve student confidence and improve students' teacher relationships.	2, 4
Increase the attainment and progress in KS4 through the recruitment of Academic Mentors	This is one of the main trunks of the offer from the government. We have used the catch-up funding to create capacity in EBACC subjects through the use of Academic Mentors that will allow them to focus on missed content and closing the gaps	1, 2, 3, 4
Support students in securing post-16 education, through interview preparation & work experience. 1:1 interviews with all Year 11 students to prepare them for interviews	Data evidences low levels NEET but area requires ongoing investment	5
Develop new and innovative approaches to teaching, learning and leadership through membership of PiXL and meet regularly	PiXL share best practice to raise standards, through a network of 1,400 secondary schools and 450 sixth forms. Their support has been used by the school over the past five years. Staff to follow PiXL model for intervention: Diagnose-therapy-test.	1, 2, 3, 4

with assigned associate	Interventions are centrally planned and are bespoke to the needs of the students. Analysis of data shows the impact of these over time	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 385,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved well-being of students across the school by employing Assistant Heads of Year in all year groups	Allows for more personalised support for individual vulnerable students across the school	5
Investment in additional engagement and extended curriculum leadership role as well as additional capacity in schools SEMH team	Emerging SEMH need exacerbated by pandemic. Cross over between need and poor outcomes.	4,5
School counselling made available through Step Forward and Place 2 Be, leads to improved well-being of students across the school.	To support vulnerable students manage a range of issues using fully qualified professionals	5
EAL support classes offered to students alongside in lesson support (small group teaching to 1:1);  Increased capacity in EAL team	Mixture of out of class and in class support to fully support students in acquiring skills to reach potential.  1:1 small group teaching will improve confidence and reintegration in lessons	1, 2, 3, 4
Educational trips and visits arranged across departments to enrich the learning experiences of	By providing enriching school experiences it will increase students cultural capital which support their overall personal development	5

students outside of the class room.		
Work with Greenhouse – provision of Basketball club at various times in school day resulting in an increased uptake of sporting activities in the school	To improve students ability to develop skills and work in teams which supports their overall wellbeing in the school	5
Attendance/Pastoral team to track attendance and behaviour patterns and this leads to improved attendance reduction in exclusion rates	There is a strong link between attendance and positive conduct which shows that students achieve better outcomes when they are in a safe environment with supportive and trusted staff	5

**Total budgeted cost: £ 691,435**

# 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 2020 to 2021 academic year.

Gaps for Non-disadvantage and disadvantaged have narrowed in A8, EM5+, EBACC4+ & EBACC 5+ compared to 2020 (see tables below)

Increase in percentage of students achieving high grades (8/9): 98/1327 (7%) in 2019, 217/2014 (11%) in 2021

Attainment for EAL students is higher than that of non-EAL (+0.9) and has exceeded the target for 2021 (+0.4) and is 0.5 above the outcome compared to target in 2019

97% of students have secured further education, training or employment

A review of Lesson Learned shows an increase in focus on oracy and literacy across the curriculum (observed 84% in of lessons, up from 64%)

Learning walks show more security around students' independence (observed 87% in of lessons, up from 78%)

Pastorally, feedback shows:

- All queries on My Concern dealt with quickly and efficiently (addressed within the course of a school day)
- The outcome of PPP meetings (reviewing and supporting the needs of students) show that students have greater engagement with the school and lessons
- Students who have used school counselling feel they are being supported in school
- Through student voice activities, 92% students report that they feel safe, secure and supported in school

Table 1: % at GCSE (August 2021)	Attainment 8	English & Maths		EBACC	
		4+	5+	4+	5+
<b>All Students (218)</b>	4.8 (Target 4.7) +0.1	67% (78%) -11%	41% (60%) -19%	21% (25%) -4%	17% (20%) -3%
<b>PP (124)</b>	4.6 (Target 4.7) -0.1	60% (84%) -24%	35% (60%) -25%	18% (27%) -9%	15% (20%) -5%
<b>Non PP (94)</b>	5.1 (Target 4.6) +0.5	74% (71%) +3%	49% (59%) -10%	24% (23%) +1%	19% (20%) -1%
<b>Gap (2020)</b>	-0.9	-16%	-24%	-24%	-16%
<b>Gap (2021)</b>	-0.6	-27%	-15%	-10%	-4%

<b>Table 2: % at GCSE (August 2021)</b>	<b>English 4+</b>	<b>English 5+</b>	<b>Maths 4+</b>	<b>Maths 5+</b>
<b>All Students (218)</b>	78%	55%	69%	50%
<b>PP (124)</b>	74%	49%	65%	45%
<b>Non PP (94)</b>	82%	62%	76%	57%
<b>Gap (2020)</b>	-9%	-12%	-22%	-25%
<b>Gap (2021)</b>	-8%	-13%	-11%	-12%