



Pupil premium strategy statement – Bishop's Hatfield Girls' School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	948 (Yrs 7-13)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alf Wood - Headteacher
Pupil premium lead	Melissa Jackson - Assistant Headteacher
Governor / Trustee lead	Andrew North

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022-23	£129,265
Recovery premium funding allocation this academic year 2022-23	£40,848
Pupil premium (and recovery premium) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£170,113

Part A: Pupil premium strategy plan

Statement of intent

At Bishop's Hatfield Girls' School we seek to maximise achievement for all by using this funding to ensure equity for all of our pupils. As part of our school aim, to ensure that our pupils "Achieve their potential and enjoy the journey" this funding is spent ensuring that those eligible benefit from educational resources, pastoral support and enriching extra-curricular activities. Pupil Premium students should be able to develop all aspects of the Bishop's 360 curriculum, with ambitious intent to develop their knowledge, skills and character. This ambition applies to pupils of all abilities and backgrounds.

This academic year we are going to be conducting a vigorous approach to evaluating the impact of Pupil Premium spending to ensure that it is being used in the most effective way. We will do this by analysing public examination results, internal assessment, attendance, behaviour and formal and informal staff/pupil feedback. We have identified five key challenges for our school and will use the funding to address these challenges as highlighted below.

Pupil Premium students are a key priority for our School Improvement Plan and this has been cascaded down into Faculty Improvement Plans to ensure a consistent approach by all staff, under the following areas:

- Quality of Education; Teachers adapt teaching in response to available information to ensure that all pupils access the curriculum and make progress, with an increased focus on Pupil premium pupils.
- Behaviour & Attitudes; The school values are celebrated and upheld across the whole school community and the attendance of Pupil Premium pupils increases.
- Personal Development; Pupil Premium pupils are able to meet the challenges of remote learning and of returning to school and feel included and empowered in the school community, having the confidence to fulfil their potential.
- Leadership & Management; Pupil Premium students will be a priority in all leadership and management decisions. Statistics will be monitored for Pupil Premium students throughout the academic year to enable strategic planning.

This statement of intent should be read in conjunction with the following school policies Copies of which are available on the school website:

- Attendance Policy
- Behaviour for Learning Policy
- Careers Education Policy
- Disability Equality Policy
- Equality Policy
- Literacy Policy
- Marking Policy
- More Able Learners Policy
- Race Equality Policy

- Teaching and Learning Policy

Challenges

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

Challenge number	Detail of challenge
1	The number of PP pupils taking the EBACC is less than their non-PP peers. In 2022 GCSE results showed that the number of PP pupils entering EBACC was 25% compared to 63.9% of non-PP.
2	The attendance of PP pupils is lower than non-PP pupils. Attendance 2021-22 All - 93.88% Authorised Absence 5.36% Unauthorised Absence 0.76% PP - 89.24% Authorised Absence 8.85% Unauthorised Absence 1.91% Non-PP 94.71% Authorised Absence 4.74% Unauthorised Absence 0.55% PP attendance (8.11.22) - 90.78% with 3.52% being unauthorised non PP attendance (08.11.22) - 94.25% with 1.83% being unauthorised
3	PP SEND pupils are less engaged in enrichment and attend less trips, resulting in a lack of cultural capital. Enrichment attendance for 2021-22 Year 7 (3 Pupils) 66% attended at least 1 club regularly Year 8 (8 Pupils) 38% attended at least 1 club 1 pupil regular attender Year 9 (5 Pupils) 0% Year 10 (5 Pupils) 80% attended at least 1 club 1 pupil regular attender Year 11 (5 Pupils) 40% attended at least 1 club regularly Overall 42% of PP SEND pupils attended at least 1 club and 23% were regular attenders.
4	The reading age of our PP pupils is lower than that of their non-PP peers. There is also a concern about the understanding and application of key vocabulary. In 2022 the average reading ages were summarised as follows: Year 7 PP pupils +14.92 months above chronological age, 71% on or above CA Year 7 non-PP pupils +22.19 months above chronological age, 80% on or above CA Year 8 PP pupils +8.03 months above chronological age, 64% on or above CA Year 8 non-PP pupils +26.23 months above chronological age 88% on or above CA
5	There is a significant gap between PP LPA and non-PP attainment in GCSE Maths. GCSE 2022 shows that P8 was 0.1 for PP and 0.7 for non-PP, A8 was 4.3 for PP and 5.7 for non-PP

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. More PP pupils will take the EBACC or an appropriately balanced curriculum	The gap between the number of eligible PP and non PP pupils entering the EBACC is reduced. PP pupils are able to follow a balanced curriculum that enables them to progress to a range of post-16 pathways.
2. The attendance of PP pupils increases	PP students attendance data shows improved attendance, working towards the whole school target.
3. There are more opportunities for PP SEND pupils to increase their cultural capital.	100% of PP SEND attend at least one club and/or academic trip throughout the school year.
4. The reading age of our PP pupils increases in line with that of their non-PP peers.	The reading test scores show after intervention there is an increase for PP students.
5. PP students achieve more in line with their peers in Maths.	The gap between the attainment of PP and non PP in Maths diminishes.

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: £85,056

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional KS4 sets</i>	Smaller group sizes have shown a marked improvement in attainment in core subjects for all pupils. This will also provide opportunity for more targeted intervention in Maths.	5, 1
<i>Learning Support Assistance time</i>	Progress data shows that LSA intervention in targeted catch-up sessions enables pupils to make progress in the core subjects in KS3 and KS4.	1, 4 & 5
<i>CPD focuses on creating a reading culture and introducing our Form Time Reading programme</i>	Promoting a reading culture in the school in addition to the targeted reading intervention aforementioned has been proved to increase reading for pleasure as	3, 4

	well as increasing pupil's reading age. Ensuring teachers are well trained and confident in delivering this programme will increase pupil buy-in and its effectiveness.	
<i>CPD focusing on behaviour management and Maths Mastery for the Maths Faculty</i>	Pupils in receipt of PP are more likely to have behavioural issues in Maths than in English - identified in our internal school data and therefore positive behaviour management strategies and reinforcement should reduce this. Development of Maths Mastery programme so that all Maths staff are able to utilise effective pedagogy.	5
<i>Learning and revision resources including revision guides, exam equipment and stationary</i>	Ensuring equity in resources for those in receipt of PP will allow them to access their learning and examinations as fully prepared as their non-PP peers.	2 & 5
<i>Art Booster Packs</i>	Providing PP pupils with creative resources enables them to access the Expressive Arts curriculum and also encourages them to take more creative subjects in which they excel in our school. A pupil survey identified a lack of resources as a key reason as to why pupils may be absent on days when additional resources are needed to access the learning.	2 & 3
<i>The Links Academy</i>	We currently have three PP pupils in alternative provision. Maintaining a strong link with these providers and monitoring academic progress, supporting as and when appropriate has seen the attainment of these pupils increase.	2 & 5
<i>MFL - Active Learn</i>	A survey amongst KS4 PP pupils identified that not having online reinforcement in KS3 as a key reason as to why they did not pick a MFL subject at KS4.	1
<i>Whole School Reading Strategy</i>	Promoting a reading culture in the school in addition to the targeted reading intervention aforementioned has been proved to increase reading for pleasure as well as increasing pupil's reading age.	4

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

Budgeted cost: £42,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Support Assistant Time</i>	Progress data shows that LSA intervention in targeted catch-up sessions enables pupils to make progress in the core subjects in KS3 and KS4.	1, 4 & 5
<i>Pastoral team time</i>	The pastoral team prioritises PP pupils in their monitoring and improvement of attendance. This has proven to have a significant impact in increasing attendance.	2
<i>Booster Clubs and targeted intervention</i>	Internal data shows that those who receive targeted intervention and attend booster clubs make rapid progress in their attainment compared to those who do not attend.	1, 5
<i>Tutoring and one-to-one tuition</i>	Internal data shows that those who receive tutoring and one-to-one tuition make rapid progress in their attainment compared to those who do not attend.	1, 5

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

Budgeted cost: £42,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Counselling and external counselling</i>	Pupils who attend Counselling regularly identify it as a key factor in increasing their attendance.	2
<i>Trip support</i>	Increasing cultural capital for PP pupils (particular those with SEND) is a key factor in promoting attendance and attainment.	2 & 3
<i>Music tuition</i>	Increasing cultural capital for PP pupils (particular those with SEND) is a key factor in promoting attendance and attainment.	2 & 3
<i>Food ingredients</i>	Providing PP pupils with creative resources enables them to access the Food & Nutrition curriculum and also encourages them to take more creative subjects in which they excel in our school. A pupil survey identified a lack of resources as a key reason as to why pupils may be absent on days when additional resources are needed to access the learning.	2 & 3

<i>Breakfasts for targeted enrichment clubs e.g. Young Carers</i>	Pupil feedback has identified that both enrichment opportunities made them more likely to attend school and feel part of the school community. There is also a strong correlation with SEND pupils attending these enrichment clubs.	2 & 3
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Total budgeted cost: £170,113

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The examination results for 2023 showed students in receipt of Pupil Premium do exceptionally well in comparison to PP and non-PP students locally and nationally. However, there is still a gap within our school community between PP and non-PP students and in particular those with lower prior attainment. We also identified gaps in the uptake of certain subjects as well as the gap in attendance and cultural capital, particularly identifying PP SEND as a group of pupils in which we would like to focus. These gaps have led us to identify the aforementioned challenges for this academic year.

	<i>PP Actual GCSE 2023</i>	<i>Non-PP Actual GCSE 2023</i>	<i>PP LA 2023</i>	<i>Non-PP LA 2023</i>	<i>PP National 2023</i>	<i>Non-PP National 2023</i>
<i>P8</i>	<i>0.1</i>	<i>0.9</i>	<i>-0.52</i>	<i>0.33</i>	<i>-0.57</i>	<i>0.17</i>
<i>A8</i>	<i>4.5</i>	<i>5.7</i>	<i>3.5</i>	<i>5.4</i>	<i>3.5</i>	<i>5.0</i>
<i>5+ in E&M</i>	<i>39.1%</i>	<i>59.3%</i>	<i>25%</i>	<i>60%</i>	<i>25%</i>	<i>52%</i>
<i>4+ in E&M</i>	<i>61.9%</i>	<i>77.2%</i>	<i>44%</i>	<i>79%</i>	<i>43%</i>	<i>73%</i>
<i>5+ EBacc</i>	<i>26.1%</i>	<i>38.2%</i>	<i>8%</i>	<i>27%</i>	<i>7%</i>	<i>20%</i>
<i>4+ EBacc</i>	<i>33.3%</i>	<i>48.8%</i>	<i>13%</i>	<i>36%</i>	<i>12.0%</i>	<i>28%</i>
<i>EBacc APS</i>	<i>3.89</i>	<i>5.20</i>	<i>2.98</i>	<i>4.85</i>	<i>2.97</i>	<i>4.43</i>
<i>Entering EBacc</i>	<i>34.8%</i>	<i>61.0%</i>	<i>27%</i>	<i>50%</i>	<i>28%</i>	<i>43%</i>

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. We have made progress towards our three year targets and will continue to work towards them.

Challenges

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

Challenge number	Detail of challenge and progress made
1	<p>The number of PP pupils taking the EBACC is less than their non-PP peers.</p> <p>In 2022 GCSE results showed that the number of PP pupils entering EBACC was 25% compared to 63.9% of non-PP.</p> <p>In 2023 GCSE results showed the number of PP pupils entering EBACC rose to 36.4% compared to 61% of non-PP.</p> <p><i>We have made excellent progress towards this target and would like to sustain and continue this next academic year.</i></p>
2	<p>The attendance of PP pupils is lower than non-PP pupils.</p> <p>Attendance 2021-22</p> <p>All - 93.88% Authorised Absence 5.36% Unauthorised Absence 0.76%</p> <p>PP - 89.24% Authorised Absence 8.85% Unauthorised Absence 1.91%</p> <p>Non-PP 94.71% Authorised Absence 4.74% Unauthorised Absence 0.55%</p> <p>PP attendance (8.11.22) - 90.78% with 3.52% being unauthorised</p> <p>non PP attendance (08.11.22) - 94.25% with 1.83% being unauthorised</p> <p>Attendance 2022-23</p> <p>All - 93.42% Authorised Absence 5.06% Unauthorised Absence 1.52%</p> <p>PP - 89.7% Authorised Absence 6.93% Unauthorised Absence 3.38%</p> <p>Non-PP 94.09% Authorised Absence 4.71% Unauthorised Absence 1.21%</p> <p>PP attendance (4.12.23) - 94% with 1.89% being unauthorised</p> <p><i>We have made an improvement to the attendance figures of PP students but in line with national trends, there is still a gap between PP and non PP students. We also need to focus on decreasing the number of unauthorised absences for our PP students.</i></p>
3	<p>PP SEND pupils are less engaged in enrichment and attend less trips, resulting in a lack of cultural capital.</p> <p>Enrichment attendance for 2021-22</p> <p>Year 7 (3 Pupils) 66% attended at least 1 club regularly</p> <p>Year 8 (8 Pupils) 38% attended at least 1 club 1 pupil regular attender</p> <p>Year 9 (5 Pupils) 0%</p> <p>Year 10 (5 Pupils) 80% attended at least 1 club 1 pupil regular attender</p> <p>Year 11 (5 Pupils) 40% attended at least 1 club regularly</p> <p>Overall 42% of PP SEND pupils attended at least 1 club and 23% were regular attenders.</p> <p>Enrichment attendance for 2022-23</p> <p>Year 7 pupils (0 pupils)</p> <p>Year 8 (3 pupils) 100% attended at least 1 club regularly</p> <p>Year 9 (7 pupils) 28% attended at least 1 club regularly</p> <p>Year 10 (7 pupils) 57% attended at least 1 club regularly</p> <p>Year 11 (5 pupils) 100% attended at least 1 club regularly</p> <p>Overall 64% of PP SEND pupils attended at least 1 club and 45% were regular attenders</p>

	<i>We have made excellent progress in relation to the number of PP SEND students attending enrichment clubs and we wish to continue to improve on this next academic year, with Year 9 as a particular focus.</i>
4	<p>The reading age of our PP pupils is lower than that of their non-PP peers. There is also a concern about the understanding and application of key vocabulary.</p> <p>In 2022 the average reading ages were summarised as follows:</p> <p>Year 7 PP pupils +14.92 months above chronological age, 71% on or above CA Year 7 non-PP pupils +22.19 months above chronological age, 80% on or above CA Year 8 PP pupils +8.03 months above chronological age, 64% on or above CA Year 8 non-PP pupils +26.23 months above chronological age 88% on or above CA</p> <p>In 2023 the average reading ages were summarised as follows:</p> <p>Year 7 PP pupils +13.25 months above chronological age, 67% on or above CA Year 7 non-PP pupils +26.24 months above chronological age, 78% on or above CA Year 8 PP pupils +17.29 months above chronological age, 71% on or above CA Year 8 non-PP pupils +22.83 months above chronological age, 61% on or above CA</p> <p><i>This target shows that the new cohort of Year 7 PP pupils show that there is a consistent gap between PP and non-PP pupils in terms of reading age. The data does identify that progress was made between Year 7 and 8 last academic year which we are eager to sustain. The Form Time Reading Project and appropriate reading interventions should sustain this improvement.</i></p>
5	<p>There is a significant gap between PP LPA and non-PP attainment in GCSE Maths.</p> <p>GCSE 2022 shows that P8 was 0.1 for PP and 0.7 for non-PP, A8 was 4.3 for PP and 5.7 for non-PP</p> <p>GCSE 2023 shows that P8 was 0.09 for PP and 0.9 for non-PP, A8 was 4.5 for PP and 5.7 for non-PP.</p> <p><i>This data identifies a continued need for support in Maths with the progress of PP students, despite a slight improvement in A8, there is still a significant gap in our P8 figures which will be a focus this academic year.</i></p>

Externally provided programmes

N/A