

# BOTTISHAM VILLAGE COLLEGE

## 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	BOTTISHAM VILLAGE COLLEGE
Number of pupils in school	1341
Proportion (%) of pupil premium eligible pupils	21% (288)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 TO 2024
Date this statement was published	17.12.2021
Date on which it will be reviewed	April 2021
Statement authorised by	J RANKINE
Pupil premium lead	D FULLMAN
Governor / Trustee lead	A BROLLY

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,000
Recovery premium funding allocation this academic year	£33,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,598
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£261,528

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to inspire students of all attainment profiles and backgrounds, as they follow an academic curriculum that exposes them to the rich cultural heritage of ages past whilst providing them with the skills and knowledge that they need to thrive in a modern, dynamic global society. To that end, we aim to both raise the achievement of all our learners, as well as ensure that we close the gap between our student groups. At Bottisham Village College, in recent years, the proportion of students with Pupil Premium has increased as we have grown in size and our student demographic has changed. Research indicates that disadvantaged students achieve better outcomes when they attend a good school and receive excellent teaching. It is, therefore, appropriate to ensure most of their needs are increasingly met through high-quality universal provision with a relentless focus to ensure our curriculum, teaching and learning are excellent and meet the needs of all learners. Our model to achieve success with these students is therefore as follows:

- High-Quality Curriculum, Teaching and Learning - Improve the progress of disadvantaged students by ensuring high-quality teaching and learning.
- Use of assessments to identify and target support - Effectively use data based on high-quality assessments to identify disadvantaged students that are not making the required progress and target these students for interventions.
- High levels of school attendance and parental engagement - Improve engagement with disadvantaged parents in the community and support parents facilitating learning at home.
- Access to high-quality Enrichment aimed to raise aspirations - Ensure all disadvantaged students have the opportunity to engage in a wide range of extra-curricular activities to support progress and enrich their education and raise aspirations.
- Remove resourcing barriers - Ensure all disadvantaged students have the resources they need to support their learning both inside and outside of school. This includes ensuring there is digital equity.

## Challenges

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

Challenge reference	Detail of challenge
A	Poor confidence with numeracy

	The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with numbers. (This can be evidenced with our GL assessment data)
B	<p><b>Vocabulary gap between disadvantaged and non-disadvantaged students</b></p> <p>Reading and Spelling Assessments and observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
C	<p><b>Learning needs not identified or being met by teachers</b></p> <p>A high proportion of our disadvantaged students have a diagnosed learning need. Our new programme of GL assessments helps the college identify needs and develop learning plans with guidance to support teachers to meet the needs of these students. However, many of the needs are getting more complex.</p>
D	<p><b>Lost learning, during lockdowns and periods of isolation</b></p> <p>Our tracking systems developed during lockdown indicated that a high proportion of disadvantaged students struggled to engage with remote learning despite a huge concerted effort from staff and devices issued.</p>
E	<p><b>Disadvantaged students needing more support to develop the characteristics of a successful learner</b></p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum. PASS assessments indicate our disadvantaged students have lower attitudes to themselves as learners.</p>
F	<p><b>Routinely low attendance of a minority of disadvantaged students</b></p> <p>Our attendance data in recent years indicate that disadvantaged students are more likely to be persistently absent. Although the figures for this group are higher than the national average, we recognise that the regular absence is undoubtedly impacting on their progress.</p>
G	<p><b>Disadvantaged students not always realising their own potential, and therefore their aspirations and engagement in the curriculum is lacking. This is linked to a cultural deficit and a lack of educational ambition to succeed in their studies.</b></p> <p>Observations and discussions with students it is evident that a high proportion of students need support realising their own potential.</p>
H	<p><b>Parental Engagement</b></p> <p>Our analysis of parental engagement by parents of pupil premium parents in the past has indicated a lower turnout to parents evenings and information evenings.</p>

I	<p><b>Disadvantaged students not always having the resources to support learning, such as technology and equipment for specialist subjects.</b></p> <p>During lockdowns, the digital divide became very apparent. Many devices were issued to disadvantaged students through the DFE scheme and donation devices.</p>
J	<p><b>Wellbeing and Mental Health</b></p> <p>Our assessments (including PASS survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

## 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
<p><b>High levels of literacy include improving reading ages among disadvantaged pupils across school, specifically focusing on those pupils below their chronological reading age in KS3 and KS4.</b></p>	<p>By the end our plan:</p> <ul style="list-style-type: none"> <li>• Reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils and will be in line or above their chronological age</li> <li>• Internal quality assurance and work in books will demonstrate extended writing which is well structured, 'word rich' and uses subject specific vocabulary appropriately</li> <li>• Pupils will have the skills to tackle challenging texts suitable for their chronological reading ages and in summative assessments</li> </ul>
<p><b>Improved attainment among disadvantaged pupils across the</b></p>	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> <li>• disadvantaged pupils will be encouraged and supported to</li> </ul>

<p><b>curriculum at the end of KS4, with a focus on EBacc subjects and the Arts.</b></p>	<p>study challenging subjects at KS4</p> <ul style="list-style-type: none"> <li>• Work in books shows a high level of challenge demonstrating good or better progress alongside continually deepening their understanding and skills</li> </ul> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score in line with their non-disadvantaged peers, an EBacc average point score in line with their non-disadvantaged peers.</li> <li>• Progress 8 for disadvantaged pupils above zero.</li> </ul>
<p><b>Improved metacognitive and self regulatory skills among disadvantaged pupils across all subjects.</b></p>	<p>Teacher reports and class observations suggest disadvantaged pupils are:</p> <ul style="list-style-type: none"> <li>• confident learners with positive attitudes to learning. As a result, they are better at regulating their own learning resulting in a reduction in disadvantage pupil's representation in the misbehaviour statistics</li> <li>• increased proportion of disadvantaged pupils progress to a range of further education providers with a reduction in the NEET statistics</li> <li>• Evidence from Quality Assurance (including work sampling) shows a high level of challenge and resilience, where pupils are not afraid to make mistakes and culture of learning from mistakes is created</li> </ul>
<p><b>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</b></p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative and quantitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all</li> </ul>

	<p>pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</p> <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 8% lower than their peers.</li> </ul>
<p><b>To achieve and sustain systems that ensure disadvantaged students are prepared and ready to learn</b></p>	<p>Evidence from Quality Assurance indicates:</p> <ul style="list-style-type: none"> <li>Staff have the skills to manage low level and challenging behaviours. Leaders regularly monitor exclusion data and work with key pupils and staff to ensure these learners are accessing support.</li> <li>Behaviour data is equal to or lower than that of non-disadvantaged pupils and lower than national (exclusions).</li> </ul> <p>Evidence from Teachers and quality assurance indicating:</p> <ul style="list-style-type: none"> <li>Equipment, such as stationery, GCSE subject specific equipment provided to disadvantaged learners where needed</li> <li>Disadvantaged parents are aware that they have access to financial support to assist with purchasing equipment and resources.</li> <li>Tutor equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners.</li> </ul>
<p><b>To achieve and sustain high levels of parental engagement to parental events, including parents evenings, induction evening and information evenings.</b></p>	<p>Evidence from parental engagement data indicate:</p> <ul style="list-style-type: none"> <li>Increasing proportions of disadvantaged data attending parental engagement events</li> </ul>

## 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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relentless focus on high quality teaching, inline with our Teaching and Learning Strategy.</p> <p>Every teacher is challenged and supported to improve their teaching practice through coaching, appraisal and a high quality professional learning programme including bespoke support for ECT's.</p> <p>This will also include recruitment and retention where required.</p> <p>Robust Quality Assurance processes established and sustained to ensure the quality of Curriculum, Teaching and Learning is evaluated routinely and measures are taken when standards are not high enough.</p>	<p>Research shows that 'high quality teaching is the most important lever that will help to improve disadvantaged outcomes'. This has been identified as a key principle in the <a href="#">EEF Guide to the Pupil Premium</a>. <a href="#">Research for Education Inspection Framework in 2019</a> reports that the 'teaching effectiveness is a strong predictor of pupils' progress throughout school, and having a succession of strong or weak teachers can have lasting effects'. EIF also highlights that achievement is maximised when teachers actively present material and structure taking into consideration cognitive science research, observation of expert teachers and the use of models and instruction. Combining this with a model where teachers including Early Career teachers are supported by an expert teacher using the instructional coaching model will help ensure that there is high quality teaching. All the while reinforcing the school mantra of every lesson counts. This approach is mainly supported by an emerging body of evidence noted in the research project of <a href="#">Early-career support</a> by Ambition Institute and the Chartered College of Teaching.</p>	<p>A B C D E G</p>

<p>Subscription and implementation <b>standardised diagnostic assessments</b> to support Assessment Strategy</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>A B C D</p>
<p>Enhancement of our <b>maths teaching</b> and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>A C D</p>
<p>Implementation of the <b>Articulatory Strategy</b> aimed at improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	<p>B C D</p>

We will fund professional development and instructional coaching focussed on each teacher's subject area.	<a href="#">word-gap.pdf (oup.com.cn)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	A B C D
Sound training: all disadvantaged students to receive 6 week sound training package to improving reading age and understanding of etymology and word construction	<p>Ensures that understanding of wider literacy curriculum is embedded. Develops: understanding the question; extended writing; ability to use subject terminology across the curriculum</p> <p><a href="#">Evidence from EEF</a>: Phonics Intervention Programme Lexonic Leap Programme</p>	B C
Disadvantaged student's parents personally invited to information and parents' evenings.	Parental engagement has been consistently associated with students' success at school (EEF +4 months)	H

Priority booking for parents' evenings. Investigate proactive ways to engage parents in supporting their children	<a href="#">EEF Parental engagement</a> <a href="#">Moderate impact for very low cost based on extensive evidence</a>	
<b>Careers strategy for disadvantaged students.</b> Disadvantaged students supported with their applications for post-16 education and all students aspire to continue with full time education or employment and remain on their chosen course/employment path	Disadvantaged students do not necessarily realise their own potential and, therefore, may have low aspirations.	G
Subscription and Implementation of SENECA Learning to support frequent, low stake testing and knowledge retrieval.	Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online packages and apps. <a href="#">SENCA Evidence</a>  <a href="#">Improve the quality of homework</a> (EEF + 5 Months)	A B D E I

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

Budgeted cost: £101,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure disadvantaged students are supported in accessing our 1:1 device project.	<a href="#">Studies</a> consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	I

<p>When the scheme is launched, we will use PP funding to support the scheme, ensuring digital equity for all learners.</p>	<p>The <a href="#">EEF review</a> of the impact of digital technology on learning (Higgins et al., 2012) found positive benefits but noted that how technology is used (the pedagogy) is key and that future research should focus on identifying the specific conditions under which a positive impact is found.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf</a></p>	
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Increase Capacity within Attendance Team to support Attendance Strategy</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	F
<p>Academic mentoring (year 10 and 11) including independent work set and reviewed weekly. Focus is on metacognition and self regulation.</p> <p>Routine meeting with disadvantaged students to discuss progress, wellbeing</p>	<p><a href="#">Metacognition and self-regulation</a> approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. EEF</p>	

**Total budgeted cost: £261,582**

## 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.

14% (11% in 2019) of our cohort in 2021 were designated as Pupil Premium, compared to 23% nationally. Our Teacher Assessed Grades for 2021 suggested that the performance of disadvantaged pupils was lower than the last data collected from a “normal” exam season: 2019. Progress 8 dropped by  $-0.42$  from  $-0.36$  in 2019 to  $-0.78$  in 2021. In terms of attainment, we had targeted PP students to achieve an A8 score of 4.2, with actual results being an A8 of 3.8. Additionally, in the key metric of English and Maths at grade 4+, there was a drop of 7% from 2019 figures to 52%.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our remote learning strategy which included strategies to assess learning using online tools and respond accordingly.

Although overall attendance in 2020/21 was lower than in the preceding 2019/2020 years at 93.5%, it was lower than the national average. This was due to a Covid Outbreak during November and December 2020 which resulted in huge numbers of parents electing to keep their children off school. At times when all pupils were expected to attend school, absence among disadvantaged pupils decreased gradually from March to July 21, however there was still a significant gap between PP absence and all students' absence. There is a similar trend for Persistent absence. These gaps are significantly larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, increasing capacity within our pastoral team to provide targeted interventions where required. We are building on that approach in our new plan.

