BOTTISHAM VILLAGE COLLEGE

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	BOTTISHAM VILLAGE COLLEGE
Number of pupils in school	1460
Proportion (%) of pupil premium eligible pupils	20.5% (299)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 TO 2027
Date this statement was published	Feb 2024
Date on which it will be reviewed	Nov 2024
Statement authorised by	J RANKINE
Pupil premium lead	H SLIPPER
Governor / Trustee lead	R MORGAN

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,525
Recovery premium funding allocation this academic year	£78,784
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£367,309

Part A: Pupil premium strategy plan

Statement of intent

At Bottisham Village College our ethos of 'Inspiring, Caring and Enriching' focuses on the holistic development of all our students. We deploy a range of strategies to provide a high-quality curriculum for all students 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. Within each area we consider how we prioritise Pupil Premium students.

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 receive excellent teaching and have opportunities for personal and social development. 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	**Academic attainment and progress** Overall attainment and progress of disadvantaged students is lower than that of their peers. This trend is apparent across English, Maths, Ebacc and Open aspects of Attainment 8 as evidenced by outcomes at GCSE.
B	**Learning needs** A significant proportion of our disadvantaged students have a diagnosed learning need. These students typically have the weakest progress of all students. Aspirations and self-belief of disadvantaged students are generally lower than that of their peers, it is clear from discussions with these students that they need additional support in realising their own potential and developing metacognitive strategies to manage their own learning more effectively.
C	**Attendance** Our attendance data in recent years indicates that disadvantaged students are more likely to be persistently absent. We recognise that regular absence is undoubtedly impacting on their progress.
D	**Wellbeing and mental health** Our assessments, 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.
E	**Access to resources** Although most students have access to digital devices, it is out pupil premium students who are most likely to lack access to learning digitally. Similarly, it is disadvantaged students who are more less likely to have access to study materials.
F	**Access to life experiences**

| | It is generally our disadvantaged students who have less Cultural Capital compared to their peers. This can make learning in context more challenging and limits some aspects of the personal and social development too. |

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.

Challenge	Intended outcome	Success criteria
A	**Improved attainment and progress outcomes for disadvantaged students**	• At KS4, Progress 8 for disadvantaged students will be 0 or above. • At KS4, compared to target, an average Attainment 8 score in line with their non-disadvantaged peers, an EBacc average point score in line with their non-disadvantaged peers. • Students will be attaining their target bands/grades across all subject areas. • Work in books shows a high level of challenge demonstrating good or better progress alongside continually deepening their understanding and skills. • Quality Assurance will show that teachers use a range of inclusive teacher strategies to support disadvantaged students and their learning needs. Specifically, numeracy and literacy: • Assessment data demonstrates improving attainment in maths. • Quality assurance will demonstrate that staff have an awareness of how to deliver maths skills consistently across the curriculum. • Students will be able to explain how they transfer skills from maths lessons to other curriculum areas. • Reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils and will be in line or above their chronological age. • Quality Assurance will demonstrate that staff have an awareness of reading scores and how to select and identify suitable texts for their class. • Internal quality assurance and work in books will be well structured, 'word rich' and uses subject specific vocabulary appropriately. • Pupils will have the skills to tackle challenging texts suitable for their reading ability and in summative assessments.
B	**Disadvantaged students successfully accessing a broad and balanced the academic curriculum.**	• Disadvantaged pupils will be encouraged and supported to study a curriculum at KS4 that motivates and inspires them to challenge themselves. • In lessons, disadvantaged students will be seen to be successfully accessing their learning through skilful use of a range of pedagogies and where appropriate deployment of learning plans. • Fewer disadvantaged students will require adapted provision.

Teacher reports and Faculty Quality Assurance suggest disadvantaged pupils are:
- 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.
- Increased proportion of disadvantaged pupils progress to a range of further education providers with a reduction in the NEET statistics
- 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.

Evidence from Quality Assurance indicates:
- 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.
- Behaviour data is equal to or lower than that of non-disadvantaged pupils and lower than national (exclusions).

C	Improved attendance of disadvantaged students	• The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • 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.
D	Better wellbeing of disadvantaged students	• Qualitative and quantitative data from student voice, student and parent surveys and teacher observations will show sustained high levels of wellbeing.
E	Disadvantaged students have access to a range of resources to support their studies	Evidence from Teachers and quality assurance indicating: • Equipment, such as stationery, GCSE subject specific equipment provided to disadvantaged learners where needed • Disadvantaged parents are aware that they have access to financial support to assist with purchasing equipment and resources. • Tutor equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners.
F	By the end of KS4 disadvantaged students will have experienced a range of activities that support	• Trips tracker will show all PP students have participated in or been given the opportunity to participate in a range of activities to develop their cultural capital. • Extended Schools registers will show participation of PP students in different extracurricular clubs. • A range of in school activities will have been offered that PP students will have participated in.

	their personal and social development	• My Bottisham Experience record will show the progress students have made socially.

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: £68,217.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relentless focus on high quality teaching, inline with our Teaching and Learning Strategy. 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. This will also include recruitment and retention where required. Robust Quality Assurance processes established and sustained to ensure the quality of Curriculum, Teaching and Learning is evaluated routinely	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 EEF Guide to the Pupil Premium. Research for Education Inspection Framework in 2019 which 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 it 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 Early-career support by Ambition Institute and the Chartered College of Teaching.	

and measures are taken when standards are not high enough.		
Subscription and implementation **standardised diagnostic assessments** to support Assessment Strategy Training will be provided for staff to ensure assessments are interpreted correctly.	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: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	A B C D
PSHE Curriculum Development. We will develop a PSHE curriculum that empower students to make better-informed life decisions and helps them build-up life skills that take into account the ever-changing world.	Having a strong PSHE education supports the over academic attainment of students PSHE Review	E G J

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

Budgeted cost: £37,194.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sound training: all disadvantaged students to receive 6 week sound training package to improving reading age and understanding of etymology and word construction	Ensures that understanding of wider literacy curriculum is embedded. Develops: understanding the question; extended writing; ability to use subject terminology across the curriculum Evidence from EEF: Phonics Intervention Programme Lexonic Leap Programme	B C
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. Seneca Evidence Improve the quality of homework (EEF + 5 Months)	A B D E I

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

Budgeted cost: £261,897.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure disadvantaged students are supported in accessing our 1:1 device project. When the scheme is launched, we will use PP funding to support the scheme, ensuring digital equity for all learners.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. The EEF review 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. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf	I
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Increase Capacity within Attendance Team to support Attendance Strategy	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	F
Enrichment Programme. We will provide a varied selection of extra-curricular opportunities to students and work to support disadvantaged students to access	It is widely acknowledged that extracurricular activities support students social mobility and development of soft skills. The report An Unequal Playing Field produced by the DfE and the Social Mobility Commission demonstrates their findings on delivery of enrichment opportunities and the impact of these on the lives of young people.	E G

them by overcoming barriers to accessing them.	The EEF Pupil Premium report also cites the importance of extracurricular activities with a focus on the Arts.	
Mental Health Support. We will increase YMCA counselling provision to support students who require it.	The EEF Pupil Premium report frequently references mentoring and supporting students in a variety of capacities. For some of our students they require the input of a professional body to improve their wellbeing.	J
Developing emotional literacy in nurture groups. We will Develop staff expertise with 'Nurture' and deliver the ELSA programme.	There are numerous impact reports that demonstrate the positive effects of training staff and using ELSA strategies to support students' emotional development.	B C D
We will ensure disadvantaged students have access to equipment such as revision guides and calculators which they may not have bought for them at home.	For students to access a high quality teaching and learning experience described in the EEF Pupil Premium report it is vital that students have the equipment to work rather than being unable to participate in learning easily.	I

Total budgeted cost: £358,400

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 2022 to 2023 academic year.

20.3% of our cohort in 2023-24 were designated as Pupil Premium, compared to 27% nationally. Our GCSE results for 2023 suggested that the performance of disadvantaged pupils was below target, this was comparable to the variation in results for non-PP students between 2022 and 2023; and also correlates with the national picture of a widening disadvantage gap since the pandemic. Progress 8 was -0.91 in 2023. In terms of attainment, we had targeted PP students to achieve an A8 score of 40.69, with actual results being an A8 of 33.3. In the key metric of English and Maths at grade 5+ or PP students attained 23.08%.

Our assessment of the reasons for these outcomes indicates that this cohort of students had a wide-ranging demographic of needs and noticeably the cohort of PP students had a number of significant challenges for individuals that contributed to this; we have made significant developments to our pastoral support for the coming academic year that many of our disadvantaged students will be accessing and benefiting from.

In addition, the attendance of FSM6 students in Year 11 was significantly lower (71.5%) than that of all other year groups last year, which is a key indicator in progress and outcomes at KS4. We are targeting this in the coming year and anticipate this trend to improve in the coming year with some of our KS3 year groups showing little to no gap in attendance between FSM6 and non-FSM6 students. Overall attendance in 2022/23 was 91%, it was 0.3% higher than the national average. Attendance for FSM6 was 82.5%, 2.7% lower than the FFT national average of 85.3%.

A clear strength of our PP Strategy in 2022-23 was our enrichment programme, with many of our PP students accessing clubs and trips, providing many with experiences that they had not previously had the opportunity for. Access to technology has also become less of a barrier for most of our students now.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted in the last three years, 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 with the expansion of the pastoral team, increased capacity for HoLs, and a new tiered approach to adapted provision; something that is accessed frequently by our disadvantaged students.

This coming year we will be focusing on attendance of PP students and developing a better understanding amongst all school staff of their role in supporting PP students.