

## Pupil premium strategy statement

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
School name	Bishopton PRU
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025 (although this might change as numbers fluctuate and amount of PP changes)
Date this statement was published	October 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Tim Bennett
Pupil premium lead	Claire Thompson
Governor / Trustee lead	Lorna McLean

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,578.50
Recovery premium funding allocation this academic year	£30,636.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£66,214.50

# Part A: Pupil premium strategy plan

## Statement of intent

Pupils who attend Bishopton have been permanently excluded from their mainstream school. Many of these pupils have significant gaps in their learning due to their lack of attendance in lessons often due to their challenging behaviour. Some pupils arrive at Bishopton with unmet SEND needs as their challenging behaviour has masked other issues. In addition, many of our pupils have been affected by adverse childhood experiences and require targeted personal development interventions to reduce their interrupted emotional developmental delay.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Persistent or severe absence from school
2	The majority of pupils arrive at Bishopton with significant gaps in their curriculum learning and typically have low levels of literacy affecting their engagement with learning. Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
3	Pupils arrive at Bishopton displaying challenging and dysregulated behaviour which affects their emotional, social and wellbeing including behaviour for learning.

4	Pupils in Y11 are at risk of becoming NEET when they leave school because an appropriate positive destination has not been secured before they leave.
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## 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
All children will learn and use life skills which support positive emotional and mental health; all children will have access, if needed, to intervention which will be delivered by trained staff in school.	Pupils' resilience will improve due to strategies taught which will be demonstrated in their positive behaviour throughout the school.
Behaviour issues addressed. Pupils will be monitored and rated on their Behaviour using TRACK.	Pupils' behaviour improves. Fewer incidents recorded and improvements in behaviour points. This will be evidenced through behaviour point's data, CPOMs and records of incident.
Increased attendance rates for pupils eligible for PP.	Further reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP to improve.
Improved attainment for disadvantaged pupils in English and Maths from their starting points.	80% of PP students made expected progress from their starting points.
PP pupils improve their reading age from their baseline.	80% PP students improve their reading age

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,668

Activity	Evidence that supports this approach	Challenge number(s) addressed

New Thrive Practitioner to be trained.	Relational approaches to behaviour are evident across Bishopton.	3
Duke of Edinburgh programme	Benefits pupils socially and academically, such as confidence and wellbeing	3
Further development of the Careers, Information and Guidance programme across KS3 and KS4	Y11 pupil premium learners to have a Post -16 destination in readiness for September 2022.  NEET figures.	4

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

Budgeted cost: £ 12,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium learners have access to high quality intervention sessions which will ensure learners who are not making expected progress in have access to tailored support.	At each Data Capture any gaps identified to narrow. Intervention to be addressed around learning needs through EP.  All pupil premium pupils to engage with independent learning opportunities, including Century Learning.	1 & 2
Improve reading performance of pupil premium pupils.	80% of all pupil premium pupils make good progress in reading with no pupils making less than requires improvement.  Pupils reading age measured at the start and regular intervals throughout the year.	1 & 2
Employ additional nurture teacher in KS3 to improve transitions back to mainstream or appropriate SEN support.	Teacher employed until July. Historical issues where transitions into appropriate settings have taken too long.	2 & 3

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

Budgeted cost: £39,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils improve their thrive scores from baseline.	100% of all PP pupils requiring Thrive improve their profile score and show improved emotional regulation in the classroom.	3
To improve attendance of pupils attracting pupil premium.	Improved attendance recorded for these learners.  Robust and supportive attendance intervention plans to be in place for these learners.  Overall attendance for learners eligible for pupil premium to improve to the school target.	3
Improve the mental health and well-being of pupils in school through a therapeutic offer.	Pupils mental health is worsening at a national level. We are determined to support our community to ensure that Bishopton pupils are equipped to develop the skills needed to monitor and improve their own mental health. We believe that good emotional health will support academic performance and prepare pupils for life in modern Britain.	3
Pupils to be provided with uniform and breakfast.	Provide learners with a sense of belonging and feeling part of the school community.	2 & 3

**Total budgeted cost: £66,215.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This was a particularly challenging year group with 27 pupils, the highest number we have ever had in year 11. Of these 27 20 pupils we pupil premium. (74%)

Summer results show that although 7 pupils did not sit any GCSE's, 1 was in custody, 2 were moved out of area and 3 were persistent absentees with serious safeguarding concerns. This cohort was considerably bigger than previous years.

Results in core subjects were slightly higher in achievement than previous year with highlights in Maths.

- Maths- 16 from 20 achieved a level (80%) with 5 pupils achieving level 4 or above.
- English- 17 from 20 achieved a level (85%) with 6 results being grade 4 or above.
- Science- recruitment was a problem throughout the academic year, so we used Pupil premium funding to hire a 121 tutor in science, this allowed for 7 pupils to achieve a GCSE.

Challenges within the school were addressed in part by pupil premium, these included:

- A new behaviour strategy which settled the school and allowed teaching and learning to be the focus.
- Mental health and therapeutic support was identified as being a key priority and was funded.
- Outdoor Education was a focus enabling pupils to improve independence skills and connection with careers and colleges.
- At the time of pupils moving on to their next destinations, all but 7 pupils had suitable post 16 pathways available.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

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

<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>