

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	The Bicester School
Number of pupils in school	1243
Proportion (%) of pupil premium eligible pupils	18.7%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24 Current
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Tony Rushworth
Pupil premium lead	Matthew Brown
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,580
Recovery premium funding allocation this academic year	£ 54,372
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	£248,952

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

For all PP students to play a full and successful part in the academic and wider school community. To achieve this, we aim to:

1. To ensure that all PP students **participate in** the academic and wider curriculum to the same extent as their peers
2. To ensure that PP students on average make **increasingly good progress** year on year (i.e. Achieve on average a value added Progress 8 Score within 5 years (2026)) and that the Progress 8 gap to their peers is reduced year on year.
3. To increasingly address and **remove the barriers** faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
4. For PP post 16 destination data to reflect an increasing number of students accessing **level 3 pathways and for no PP students to be classed as NEET**

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/retention of high-quality teaching staff, especially in the core subjects.

However, internal data, suggests that weak literacy is a substantial barrier for many of our students, especially PP (Disadv), and therefore developing literacy in both KS 3 and 4 is core to this plan, alongside other specific interventions based on identified need.

Finally, there is a both internal data and academic literature that highlights the need for high quality pastoral/ behavioural support and attendance intervention to meet the needs of our PP students. As such, funding is directed to ensuring that high quality pastoral care is available to all students, including a specific specialist team to support the most vulnerable students.

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's motto of "**Aspire and Achieve**" **for all**, regardless of disadvantage or need.
- That we are an **evidence-based school** and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF
- That **developing literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.

- That providing **high quality pastoral and CEIAG support** is essential to meet the wider needs of all students
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on **identified need**.
- That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	PP students' attendance is lower than their peers
3	PP students' reading ages are lower on average than their peers on entry to the school
4	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort
5	PP students' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents evenings) is on average lower than their peers. With many students living in areas of significant deprivation, especially educational deprivation.
6	The impacts of Covid19 and Lockdown have had a disproportionate effect on PP students compared to their peers, including issues related to mental health
7	PP Service Students are significantly more likely to have moved schools than their peers

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
Improve student outcomes at GCSE	PP end of KS4 P8 scores are on (or better than) track to reach P8 = 0 by 2026 based on 2021 baseline i.e. Ever 6 P8 >-0.47 by 2024

	For the gap in KS 4 P8 and A8 scores to be inline or better than the national average by 2024
Improve quality of teaching and learning with “quality first teaching” in all classrooms	Learning walks, book checks and department reviews identifies that all students experience lessons that enable at least good progress to be made.
Improve attendance of PP students	Attendance for PP in line with peers by 2024
Improve PP students’ attitude to learning and reduce number of FTE and Cs given to PP students so that it is inline with their peers	Student CAP effort scores for PP in line with peers by 2024 Epraise data (i.e. Number of C’s) of PP students is in line with peers by 2024 For the % of PP students who receive fixed term exclusions to fall year on year, with the aim of being equivalent to their peers by 2024
Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.	Learning walks and E-Praise data show effective use of behaviour for learning strategies and routines in line with whole school policy.
PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers	An effective system of tracking of participation is put in place Levels of engagement for PP students is in line with Non-PP students by 2024
Provide high quality CEIAG provision to all PP students i.e.: <ul style="list-style-type: none"> • Improve access to further education paths in to post 16 education. • Ensure all PP students provided with at least two meaningful encounters with a careers adviser. • Improve attendance of PP students to careers related trips and experiences. • Improve access to further education paths in to post 16 education. • Ensure that no students leave school as a NEET. 	Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students. All Year 9-11 students to have 1 career related trip / experience per school year Attendance of PP parents and students at Sixth Form open event in line with Non-PP by June 2024. Destination data shows that no post 16 students are classed as NEET
Improve the literacy of PP students through the Accelerated Reader programme (Year 7	Progress Standardised Scores of PPD students entering KS4 to be in line with peers by June 2024

& 8) and the Reading Plus programme (Year 9)	PP students KS3 AR progress in line or above national levels of progress
Increase PP parents' engagement with school	Attendance at parents evening for PP is in line with their peers by 2024

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: £ 90,000

Activity	Evidence that supports this approach	Where evidence of spending
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1,4
Continued teaching and Learning focus on evidence-based strategies to support Quality First Teaching linked to Lemov's 'Teach Like a Champion' and whole school BLIMPS approach.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1,4
Coaching training delivered to all teaching staff and team of 12 coaches have received additional training and are now ready to be utilised to support staff. Termly open door days to share best practice	Instructional coaching is promoted by the EEF as one of the most effective ways of embedding good teaching practice (Educational Endowment Foundation, 2021)	1,4
Provision of high quality teaching materials e.g. GCSE text books in identified areas e.g. GCSE Maths	Internal reviews have highlighted a lack of high quality textbooks as a limiting factor in some areas e.g. Maths GCSE. Wider research e.g. (Rezat, Fan, & Bepin, 2021) highlights the importance of textbooks in the development of the Maths curriculum	1,4

QA led by Teaching and Learning Team, SLT and HoDs to provide developmental feedback, identify (and fund as appropriate) training & resource needs and to share best practice.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1, 4
Funding of literacy co-ordinator to further embed whole school literacy strategy to explicitly teach literacy in lessons and tutor time focusing on tier 2 vocabulary.	EEF guidance report (Improving literacy in secondary schools, 2021) recommends prioritising "disciplinary literacy" and developing students ability to read complex texts as key aspects of improving literacy	1,3,4
Personalised CPD twilight programme linked to BLIMPS enabling teaching staff to choose sessions in liaison with department heads. Continued use of NPQs to improve student outcomes	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1,4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 & 8 Accelerated Reader – class readers, targeted support from teacher	Accelerated reader has been reported (Baye, Slavin, & Haslam, 2019) to have a significant effect size of +0.24 ($p < .05$).	1,3

Year 9 Reader Plus – promote engagement at home	EEF report into Literacy programmes (Baye, Slavin, & Haslam, 2019) suggest that they commonly have a significant positive effect size.	1,3
Reading Recovery programmes	D'Agostino & Harmey's meta-analysis (2016) highlights an extensive body of research suggesting strong effect sizes in multiple studies into reading recovery programmes.	1,3
Small group tuition (including use of NTP as appropriate) to be offered to targeted PP and vulnerable students	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	1,6
Targeted small group interventions for students slightly below chronological reading age	EEF synthesis of studies suggests a secure evidence base to add an average of 4 months per student.	1,3
Ensure all HA PP students in Yr's 8-10 take part in The Brilliant Club's Scholars Programme	Internal data highlights underachievement of HA students compared to peers in measures such as P8. Research by UCAS reported by the Brilliant Club (2018) showed that participation in scheme increased student enrolment to competitive universities	1,4,5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care by funding Pastoral Managers to provide support including mentoring and support of vulnerable students.	EEF Toolkit (2021) reports that mentoring has a +2 months' benefit to students	1,2,4
Provide high quality behavioural management support by funding Behaviour Managers.	Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77	1,4
<p>Expand the alternative provision (AP) on site and the staff who deliver this by:</p> <ul style="list-style-type: none"> • Increasing AP through using The Bridge, GCC and BTS. • More variety with AP using reduced TT to cater for more pupils • AP staff to provide INSET to class teachers for individual pupils they work with. • Bespoke curriculum package established for learners at risk of PEX. • External trips to pupils who are at risk of PEX. 	Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	1,4

<p>Promote positive mental health and wellbeing of students and provide clear routes for additional support if required.</p> <p>Provide opportunities for staff training to support this.</p>	<p>See for example Teachers: the forgotten health workforce - Chloe Lowry, Rosie Leonard-Kane, Ben Gibbs, Lisa-Maria Muller, Alison Peacock, Anant Jani, 2022 (sagepub.com)</p> <p>(PDF) Beyond Life Satisfaction: Wellbeing Correlates of Adolescents' Academic Attainment (researchgate.net)</p>	6
<p>Provide funding towards Attendance manager and Associate members of SLT to allow targeted attendance activities, including:</p> <ul style="list-style-type: none"> • Implement new attendance policy to more effectively reintegrate students with poor attendance • Incorporate attendance into transition planning • Work with PP parents and students to identify specific barriers to attendance • Provide targeted bespoke support based on specific barriers 	<p>Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student</p>	1, 2
<p>Work with partners (Bicester Green etc) to provide laptops and ICT access for all students</p>	<p>Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.</p>	5,6
<p>Funding for behaviour managers to provide a range of support and sanctions to reduce the risk of PEX and FTE</p>	<p>Effect sizes reported by Hattie (2016) show that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive outcome on student outcomes.</p>	1,4

<p>Increase Parents engagement by:</p> <ul style="list-style-type: none"> • Appointing Associate Member of SLT to oversee improved parental engagement • Increasing the number of information evenings • Providing a range of bespoke support as required (e.g. Parent support group) 	<p>EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress</p>	<p>5,1</p>
<p>Provide non-contact for PP services officer to provide additional bespoke pastoral care for PP service students e.g. lunchtime drop in sessions</p>	<p>Research by the Armies families Federation (Noret, Mayor, Al-Afaleq, lingard, & Mair, 2014) highlights the need to “Increase the number of activities to support children and young people’s integration into schools”. Buddying is suggested by the SCip alliance as an effective way of achichiving this especialy at transition from KS 2 to 3</p>	<p>7</p>
<p>Ensure that students can access full taught and extra curriculum by providing funding as required e.g. for Trips / revision guides etc</p>	<p>EEF’s tool kit reports +2 months benefit from both arts and sports participation</p>	<p>5</p>
<p>Continued development of leadership of PP e.g. Continued appointment of pupil premium Co-ordinator</p>	<p>The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement</p>	<p>1,2,3,4,5,6,7</p>
<p>Increased 1:1 career adviser Interviews</p>	<p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	<p>1 .4</p>
<p>Provide bespoke careers support as appropriate for PP</p>	<p>The Learning and Work Institute (2020) argue that a range of</p>	<p>1,4</p>

students and those at risk of being classed as NEET	strategies are required to reduce the risk of students becoming NEET	
Continue to provide a range of careers events for all students	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement.	1 ,4.
Carry out whole school review of PP strategy using external support as required	DFE guidance (2018) argues that an external review can assist in identifying more effective approaches to utilising PP funding	1,2,3,4,5,6
Provide a range of sessions on study skills and motivation, provided by Elevate	Research (Hattie, 2016) reports that developing students' study skills has a +0.46 effect size	4,6,7
Contingency fund to meet unexpected needs / issues		1,2,3,4,5,6

Total budgeted cost: £

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.

Key Stage 4 data

From the 2023 published outcome data PP students' Progress 8 (P8) score has increased from -1.2 to -0.73 and the P8 gap between disadvantaged students and their peers has reduced significantly from -0.5 to -0.1 (FFT Aspire). Likewise, despite a decline in overall Attainment 8 (A8) scores for the school, the PP (disadv) Cohort achieved a slight increase in A8 scores achieving an average of 35.9, again reflecting a significant narrowing of the A8 gap.

Improving Quality of Teaching

Department reviews, learning walks and book trawls have provided evidence of consistent implementation of curriculum intent content across departments. Likewise, evidence-based teaching strategies are increasingly seen in lesson observations, with consistent use of plenaries and effective questioning to check and develop understanding, reflecting the impact of CPD and the mentoring programme that has been set up. As a consequence, in observed lessons, the majority of students were seen to make good progress.

Targeted Academic Support

Targeted academic support was provided mainly through two areas, The NTP and improving literacy.

National Tutor Programme

2022-23 saw an increase in the number of hours NTP provided with 3684 student hours delivered with 27% of those hours delivered to PP students. Likewise, the number of students that received NTP Sessions increased from 143 to 279. However, poor attendance reduced the effectiveness of many of the sessions and there was no statistically significant variation in P8 scores of those Yr11 students who engaged with the NTP Programme. However, there was clear evidence that where specific cohorts were targeted with a significant number of lessons (e.g. KS 4 Refugee students and KS 3 students with very low literacy levels) there was significant progress e.g. targeted Yr 8 students saw an increase in their average standardised literacy scores from 70 to 81.

Literacy

Literacy continues to be a key part of our PP strategy, with a whole school focus, increased curriculum time provided in KS3 to literacy and the provision of targeted intervention via 1:1 and small groups to students with the lowest reading levels in all year groups.

Overall results have been positive, for example Average Standardised Scores of new Year 10 (PPD) has increased to 99.19. Likewise, internal tracking data shows no variation in engagement during RP sessions between PP and non-PP students.

Wider strategies

2022-23 saw a continued focus on four key areas: removing barriers to learning, improving attendance, providing high quality CEIAG support and improving behaviour: Including reducing the number of PEX and FTE experienced by PP students

Reducing barriers to learning

Following on from last year's introduction of a new schedule document, all PP students have now access to free second-hand uniform, reconditioned lap tops, revision guides etc.

Attendance

Attendance of PP students continued to be a significant concern in 2022-23 with PP (Ev6) students' attendance dropping to 84% from 85% in 2021-22. In addition, the attendance gap increased from 6.2% to 7.8% when compared to non-PP students. As a result, this has led to a significant increase in the resources allocated to tackle this issue, with two associate members of SLT appointed and a strong whole school approach being taken. Initial data suggests that this approach has had a significantly positive impact, with the current PP attendance now (as of November 2023) only 2.57% below their non-PP peers.

Providing high quality CIEAG support

Careers encounters increased last year, with all PP students having access to 1:1 career interviews, encounters with employers, work experience placement support and access to a varied and inclusive portfolio of post-16 options. The school increased its Gatsby benchmark provision, with 6 of the 8 benchmarks now at 100%. Targeted PP intervention for those at risk of being NEET took place throughout the year, resulting in a reduction of NEETS by 50% i.e. from 4 to 2.

Improving behaviour of students

A key element of the PP plan continues to be to increase the support provided to our most vulnerable students, especially those at risk of PEX and FTE. This has included a range of measures such as providing whole school INSET and providing a range of bespoke support. The most vulnerable students continue to be supported by increasing the variety and quantity of alternative provision, working with outside agencies e.g. Oxford United FC , etc. It is significant to note that only one PP students has been permanently excluded since September 2020 and this was following a significant level of intervention and support. However, PP students are still overrepresented in the number FTE received with 32% of FTE. However, observation data reported good behaviour in most lessons, with consistent use of the school behaviour policy and clear classroom routines evident in most lessons to create a positive learning environment in the majority of classes.

Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	PP services funding was amalgamated with wider PP funding, supplemented by the appointment of a member of staff with specific responsibility for PP service students.

What was the impact of that spending on service pupil premium eligible pupils?	PP (service) students results were significantly above their peers for both P8 (+0.65) and Attainment 8 (+0.12)
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Externally provided programmes.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Scholar Programme	The Brilliant Club
Study skills sessions	Elevate

Further information (optional)

In addition to the items highlighted above a number of other activities will be carried out, not directly paid for through PP funding to improve outcome for PP students:

- A “data team” has been created to ensure robust tracking systems are in place The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement. This therefore links to aims 1,2,3,4,5&6
- Regular CPD on pedagogical and behaviour techniques that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies lead to significant improvement in learning i.e. +4 Months to learning. This links to aims 1,3& 4

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