

Pupil Premium Strategy Statement – Bishop Vesey's Grammar School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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 | 1379 |
| Proportion (%) of pupil premium eligible pupils | 153 in Year 7 – 12 11.1% of whole school |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/23 – 2025/26 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Dominic Robson, Headteacher |
| Pupil premium lead | Vicki Miller, Assistant Headteacher |
| Governor / Trustee lead | Satish Rao |

Funding overview

| Detail | Amount |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Pupil premium funding allocation this academic year | £118,332 |
| Recovery premium funding allocation this academic year | £30, 360 |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £148, 692 |

Part A: Pupil premium strategy plan

Statement of intent

The mission of Bishop Vesey's Grammar School is inspiration and excellence.

We want all our pupils, irrespective of their socio-economic background, or the challenges they face, to be scholars, well equipped for life after school, with a deep knowledge, understanding and life-long enthusiasm for the subjects they are studying. Through our curricular and extra-curricular provision, we want to develop students of excellent character, responsible global citizens, who will make the world a better place through their kindness, thoughtfulness, confidence and resilience. Our aspirations for, and expectations of, our disadvantaged students are every bit as ambitious as for the cohort as a whole.

Bishop Vesey's Grammar School has shown a commitment to ensuring that a high quality education is accessible to students from all economic backgrounds. An updated Admissions Policy, which first applied to students joining the school in September 2017, made it easier for Pupil Premium students to become part of the school. Children who are eligible for the Pupil Premium are only required to achieve the Minimum Qualifying Score in the 11+ examination (this criteria can be applied to up to 20% of the PAN) and this has significantly increased the number of Pupil Premium students at the school.

We aim for pupils to achieve outstanding academic results and progress to some of the most prestigious and competitive higher educational institutions and career paths. We expect and support them to be fully active members of the School community, participating in and contributing to the extra-curricular life of the School, embracing the many opportunities for personal development. Whilst our ultimate objectives are the same for all pupils, our approach aims to be responsive to individual needs. This is enabled by bespoke academic and pastoral support for pupils with access to further interventions as required.

This plan is based upon extensive monitoring across the school to track the progress of Pupil Premium students across various aspects of school life: academic, wellbeing, behaviour, attendance and co-curricular. These metrics show that Pupil Premium students are achieving well at this school and enjoying the enriching experience offered to them. It is also true that on a lot of these measures there is small gap between the level reached by Pupil Premium students and their peers.

Our ultimate objective is that there is no gap between attainment and experience of Pupil Premium students and their peers. This current Pupil Premium Strategy Plan aims to narrow this gap by a range of measures: some involving financial support, some directly targeting Pupil Premium students and some wider measures which have a disproportionately higher effect on Pupil Premium students.

We aim to achieve with an approach that is responsive to both common challenges and individual needs. The principles that propagate through the activities in this strategy are

- Ensure that disadvantaged students are engaged in our school community and fulfilling their potential
- Having robust data which enables us to act early and intervene at the point need is identified
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Behaviour – In 2022-23 Pupil Premium students made up a disproportionate number of detentions and suspensions. |
| 2 | Academic Progress – In 2022-23 the Progress 8 score at GCSE for Pupil Premium students was +0.22 compared to +0.73 for the Year 11 cohort as a whole. |
| 3 | Attendance – In 2022-23 the average Pupil Premium attendance figure was 93.66%; non-Pupil Premium was 94.95% In 2022-23 the average Pupil Premium lates figure was 2.75%; non-Pupil Premium was 1.98% |
| 4 | Wellbeing – In 2022-23 Pupil Voice surveys about enjoyment of school showed that the gap between Pupil Premium and the cohort as a whole had closed, but this should continue to be monitored. |
| 5 | Extracurricular – Students may lack the financial means or perceive that they lack the skills to involve themselves with extracurricular pursuits. There has been a gap in participation in Music, Drama and Sport which we would like to close. |
| 6 | Financial – The 'Cost of Living Crisis' may affect the ability of less affluent students to be able to afford costs related to their education. |

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 |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Pupil Premium students who are consistently receiving behavioural sanctions are closely monitored and supported | The number of detentions and suspensions which are given to Pupil Premium students decreases. |
| Pupil Premium students increase their academic performance across the school, including external examinations. | The gap in the Progress 8 score at GCSE is narrowed. |
| Pupil Premium students who are absent are closely monitored and supported | The gap between absence among Pupil Premium students and among the school population is narrowed. |
| Pupil Premium students are supported with their wellbeing | Pupil Voice surveys show an increase in the level that Pupil Premium students report that they enjoy being in school |

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: £ 37,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Maintaining smaller group sizes in lower mathematics sets from Year 8 - 11 | EEF Small Group Tuition +2 months <i>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</i> This is the case with our lower maths sets | 2 |
| Covering the cost of all items associated with the core curriculum for Pupil Premium students. Communicate effectively with parents through webpage on our website & the BVGS 'Pupil Premium Pledge' | Research to understand successful approaches to supporting the most academically able disadvantaged pupils (DFE) <i>Addressing barriers to success in education that derived from a family's material poverty...reduced stress on the pupil by removing a potential cause for school sanction and promoted a sense of being understood and valued, thus reinforcing an academic focus.</i> | 2,6 |
| Full funding for Pupil Premium students to take part in any school trips which form an essential part of the school curriculum. Communicate effectively with parents through webpage on our website & the BVGS 'Pupil Premium Pledge' | Research to understand successful approaches to supporting the most academically able disadvantaged pupils (DFE) <i>These activities are memorable and provide motivation – which can help to support buy in to other areas of the curriculum.</i> | 2,6 |
| Assisting students who do not have ICT provision to complete work at home. Keeping the school library open with ICT facilities after school. The BVGS 'Pupil Premium Pledge' has a link for a laptop loan. | Digital Divide in UK Education During Covid-19 Pandemic <i>Children in lower earning households were more affected by these issues: 21% of households with children where the main earner was in semi-skilled or unskilled work had no home access to a laptop or a desktop or a tablet, with 6% having no access to internet at home, and 9% having smartphone only internet access.</i> | 2,6 |
| Support high-quality teaching | EEF School Planning Support 2022 - 23 | 2 |

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| through training and departmental curriculum and development time | <i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</i> | |
| Assistant Headteacher position part of whose responsibility is for monitoring and increasing progress and wellbeing of Pupil Premium students. & effective communication with parents/carers | Research to understand successful approaches to supporting the most academically able disadvantaged pupils (DFE) <i>Approaches to overcoming internal barriers focused on changing attitudes among staff and pupils, ensuring good leadership and clarity around the strategy throughout the school, and improving staff capability.</i> | 1,2,3,4,5,6 |

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

Budgeted cost: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Appoint an Academic Mentor for English, prioritising support with extended writing in KS3. | EEF Small Group Tuition +2 months <i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i> | 2 |
| GCSE interventions with Year 11 students across a number of subjects to take place on a regular basis. | EEF Small Group Tuition +2 months <i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i> | 2 |
| Y11 GCSE 2:1 and 1:1 tutoring | EEF Small Group Tuition +2 months <i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i> | 2 |
| Y11 Combined Science GCSE support | EEF Small Group Tuition +2 months <i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i> | 2 |

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| Subject clinics and peer mentoring to students in other year groups. | EEF Peer Tutoring +5 months <i>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</i> | 2 |
| Identifying students who have lower literacy in Key Stage 3 and providing intervention to support them. | EEF Literacy Report <i>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</i> | 2 |

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

Budgeted cost: £ 78,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| School Attendance Officer has an elevated response for Pupil Premium absence | Being Present: the Power of Attendance and Stability for Disadvantaged Pupils - NFER <i>On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.</i> Evidence brief on improving attendance and support for... EEF educationendowmentfoundation.org.uk 33.6% of pupils who were eligible for free school meals were persistently absent in autumn 2021, compared to 20.0% of pupils who were not eligible. Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001) | 3 |
| A co-curricular period, which all students are expected to attend. This gives an opportunity to all members of | Being Present: the Power of | 5 |

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| the school to partake in something beyond the curriculum. | Attendance and Stability for Disadvantaged Pupils - NFER Key Findings: Interventions across four areas were needed: academic extension; cultural enrichment; personal development; and removal of financial barriers to achievement. Our co-curricular period provides opportunities for all of these Evidence brief on improving attendance and support for... EEF (educationendowmentfoundation.org.uk) it is difficult to assess the impact of extracurricular activities as four of the trialled interventions included additional components such as academic support, meal provision, and parental engagement. More research is required to establish a clear impact on improvements in attendance. | |
| A KS3 and KS4 learning mentor. Part of the role of the KS3 mentor is to meet with all Pupil Premium students, starting with Year 7, in the second and third half-term. | EEF Mentoring +2 months <i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</i> | 4 |
| Contribution towards the salaries of Heads of Year and other pastoral staff to ensure that behaviour strategies are effective and that, for those students who are regularly failing to meet behavioural standards, that there is follow-up and communication with home. They will also work to increase parental engagement, such as attendance at Parents' Evenings. | EEF Behaviour Interventions +4 months <i>Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</i> | 1,3,4 |
| Strategies to increase the uptake of Sport, Music and Speech and Drama among Pupil Premium students including Y7 Scholarships for Speech, financial subsidy for Music/Drama/Speech lessons & Sports fixture fees. | EEF Physical Activity <i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing</i> | 5 |

| | | |
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| Communicate effectively with parents through webpage on our website & the BVGS 'Pupil Premium Pledge' | <p><i>physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i></p> <p><u>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils - NFER</u></p> <p><i>A lack of cultural capital was viewed by many interviewees as a risk factor for the most able disadvantaged pupils. This encompassed, for example, a lack of exposure to the arts (music, dance, drama)</i></p> | |
| Financial support for entrance examinations and travel to university open days, interviews. A school-organised university trip funded for disadvantaged students. | <p><u>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils - NFER</u> <i>The aspects of addressing material poverty that were specific to the most academically able disadvantaged related to removing financial barriers to engaging in activities that supported their aspirations for adult life</i></p> | 6 |
| £200 financial subsidy to support with purchase of school uniform, sports kit, etc | <p><u>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils - NFER</u> <i>Addressing barriers to success in education that derived from a family's material poverty...reduced stress on the pupil by removing a potential cause for school sanction and promoted a sense of being understood and valued, thus reinforcing an academic focus.</i></p> | 6 |

Total budgeted cost: £148,692

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We track outcomes for students who receive the Pupil Premium across many aspects of their school life. Typically, these show that those receiving the Pupil Premium are progressing well and having an excellent experience at Bishop Vesey's Grammar School. However, most metrics also show that there is a small gap relative to their peers, which has informed the activities in this year's strategy.

Academic Progress

Our progress score for Pupil Premium students in the 2023 GCSE Examinations was +0.22, compared with +0.73 across the whole cohort. This is bigger than the 2022 gap of 0.13 - it is the first year where the distribution of grades was in line with 2019. In 2018 the gap at Bishop Vesey's Grammar School was 0.19 and, for the previous set of external examinations in 2019, it was zero. A significant factor in the increase of this figure since 2019 is likely to have been the pandemic. In addition, there are a greater number of Pupil Premium students at BVGS in 2023 compared to 2019.

At A-Level, in 2023, 67.3% of the grades of students who had previously qualified for Pupil Premium were A*-B compared with 79.6% of all students in Year 13. This was a gap of 12.3% compared with a gap of 26% in 2021.

From those students who left Bishop Vesey's Grammar School in 2023, 85% went on to study at a British University, and 1.5 % a degree apprenticeship. This compared with 78% of students who had previously qualified for the Pupil Premium. Of the students who went on to study at a British University 72% went to universities in the Russell group compared with 73% of students who previously qualified for the Pupil Premium. In 2022 this figure was 75% for the cohort and 60% for Pupil premium students, so the gap has closed.

Pastoral

All students at Bishop Vesey's Grammar School are asked to complete a Pupil Voice survey on an annual basis. One question they are asked is to respond to the statement "I enjoy learning at this school" where the response options were:

- 1 = All the time
- 2 = Most of the time
- 3 = Some of the time
- 4 = Almost never

In the academic year 2022-23 69% PP students vs 71% of non-PP students in Y7-10 responded that they enjoy their learning 'all of the time' or 'most of the time'. It is clear that the vast majority of Pupil Premium students were enjoying their experience at Bishop Vesey's Grammar School.

Attendance in 2022-23 was 93.66% for those students receiving the Pupil Premium and 94.95% for those who did not. This is an improvement compared to 2021-22 when attendance was 90.8% for those students receiving the Pupil Premium and 92.7% for those who did not.

Pupil Premium students (12.8% of students Y7-11) received 28% of all detentions issued. This compared with 22% of all detentions in 2021-22 (when PP students were 12% of the student population).

Pupil premium students received 34% of all suspensions issued 2022-23, similar to the percentage in 2021-22.

Extracurricular

13% of students in Y7-11 are eligible for the Pupil Premium bursary.

This is the summary of extra-curricular participation for Pupil premium students in Y7-Y11 from September 2023, as a proportion of total students in each activity:

| Extra-Curricular Activity | % Pupil Premium |
|---------------------------|-----------------|
| Music Lessons | 11% |
| Music Ensembles | 10% |
| Speech Lessons | 11% |
| Sport Team Representation | 12% |

The data shows a small gap between participation of Pupil Premium students and non-Pupil Premium. Centrestage scholarships for Year 7 Speech lessons has had a positive impact. Financial assistance was available for Pupil Premium students to subsidise the cost of Music Lessons and Sports Match Fees. The gap between Pupil Premium students and their peers was a key factor in our decision to introduce the co-curricular period in the activities described above.

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)

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |
| |

Further information (optional)

We have a broad range of outreach activities for local primary school children. One of the aims of this programme is to increase awareness of the whole community, including those students who may not traditionally apply for a grammar school

- Weekly one hour English and Maths lessons for talented local Year 5 children for an entire year
- Two local schools working with our Head of Art to enrich their art curriculum
- Hosting Primary Schools Partnership events for North Birmingham, which are partly run by our students.
- A group of students who deliver PSHE lessons on a weekly basis in local primary schools.