Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of pupils in school	1284
Proportion (%) of pupil premium eligible pupils	Yr 7-11: 14% Yr 7-13: 12%
Academic year/years that our current pupil premium strategy plan covers	2024/25 Year 1 2025/26 Year 2 2027/28 Year 3
Date this statement was published	December 2024
Date/s on which it will be reviewed	March/July 2025
Statement authorised by	Mr D Curry Headteacher
Disadvantaged lead	Ms U Mort Deputy Headteacher
Governor / Trustee lead	Mrs S Anderson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,219
Total budget for this academic year	£148,129

Part A: Pupil premium strategy plan

Statement of intent

At Bishop Heber High School our vision is for a culture of respect, opportunity and achievement where every student can flourish. Our staff have the highest expectations for all our students, and we take a whole-school approach to addressing educational inequality with a relentless focus on learning. Although disadvantaged students achieve good outcomes at Bishop Heber High School in comparison to disadvantaged and all students nationally, and the gap between the progress made by disadvantaged students and their non-disadvantaged peers has narrowed significantly. Our ultimate aim is to close the gap between the attainment of disadvantaged students and their non-disadvantaged peers in our school. By ensuring our disadvantaged students make outstanding progress across the curriculum and by continuing to raise their attainment, we want to improve their life chances and life choices.

Under the leadership of the Deputy Headteacher, at Bishop Heber we ring-fence the pupil premium funding and use it explicitly to fund a research-evidence-informed whole school approach to tackling disadvantage (for example, adopting relevant recommendations from the Education Endowment Foundation [EEF]) - an approach that focuses on the issues that matter to our disadvantaged students and one which will be regularly evaluated to ensure that any actions and interventions are having the desired impact.

Our strategy plan should not be viewed in isolation but instead can be aligned with our School Strategic Development Plan (SSDP) 2024-2027 and the staff Performance Review process, both of which prioritise better outcomes for our disadvantaged students.

At the heart of our strategy plan are the following interrelated principles:

<u>Relationships</u>
At Bishop Heber High School, we understand that positive relationships are the key to success. Every family should feel a sense of belonging (not judgement) and are held in high regards by our staff. We look to connect with our disadvantaged families to understand their context. Teaching and learning, academic interventions, and other strategies to promote, for example, good attendance and belonging will not be successful without developing positive relationships with our disadvantaged students and their families.

<u>High quality teaching</u>
What happens in the classroom matters most. At Bishop Heber High School our vision is for all students, including those who are disadvantaged, to acquire the knowledge, skills and cultural capital they need for success in life through effective teaching, memorable learning experiences, an ambitious curriculum, challenging lessons and robust assessment. At Bishop Heber High School, disadvantaged students will have access to expert teachers who have the capacity, professional development and knowledge to meet student need. High quality learning for all means our teachers focus on the needs of our students (rather than labels). Our staff understand that the best way to raise self-esteem is through success in the classroom.

Additional intervention is supplementary to high quality teaching – structured, evidence-informed and time limited, which supports and can be sustained in classroom learning. Additional intervention is also used to overcome any gaps in learning.

Words Matter
'The Heber Way' promotes effective feedback, disciplinary literacy and reading proficiency, and tackles limited vocabulary and underdeveloped oral language. We believe, and evidence suggests, that good literacy is a key to success in school and beyond.

Strong pastoral care
Successful strategies to address disadvantage are built on strong pastoral care. The social, emotional and mental health of our students is a constant focus. Embedding trauma informed practice across the school is a priority and will support all students to thrive.

High Expectations
Our staff have the highest expectations and ambitions for all students irrespective of their background or barriers to their learning. We encourage our students to take pride in their achievements, understanding that achievement leads to raised aspirations. We encourage students to contribute to lessons and value their contributions to the wider life of the school. Through this we promote student belonging. Our staff have high expectations of themselves and their teams. All leaders at all levels embrace accountability for better outcomes for disadvantaged students.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Despite high quality learning and personalised support, a challenge for some disadvantaged students is gaps in their knowledge, learning and study habits, partly owing to poor or persistent absence for some students.
Current Year 11 S1 2024 data compared with 2024 Best Results:
<table>
<tr><td></td><td colspan="3">Year 11 S1 Report Data</td><td colspan="3">2024 Best Results Data</td></tr>
<tr><td></td><td>Dis</td><td>Non Dis</td><td>Gap</td><td>Dis</td><td>Non Dis</td><td>Gap</td></tr>
<tr><td>A8</td><td>49.51</td><td>56.48</td><td>-6.97</td><td>50.05</td><td>56.73</td><td>-6.68</td></tr>
<tr><td>EM 5+</td><td>61%</td><td>63%</td><td>-2%</td><td>56%</td><td>68%</td><td>-12%</td></tr>
<tr><td>EM 4+</td><td>83%</td><td>91%</td><td>-8%</td><td>67%</td><td>85%</td><td>-18%</td></tr>
</table></td></tr>
<tr><td>2</td><td>A challenge for some disadvantaged students is limited vocabulary and difficulties with language comprehension, making it difficult for them to access lessons and sequences of lessons across the curriculum, as well as lower levels of oral language. These can be a limiting factor on future attainment, particularly for exam success (owing to the literacy demands of the GCSE specifications).
<table>
<tr><td></td><td colspan="2">All</td><td colspan="2">Disadvantaged</td></tr>
<tr><td></td><td>At or above chronological reading age</td><td>Below chronological reading age</td><td>At or above chronological reading age</td><td>Below chronological reading age</td></tr>
<tr><td>Year 7</td><td>70%</td><td>30%</td><td>56%</td><td>44%</td></tr>
<tr><td>Year 8</td><td>80%</td><td>20%</td><td>69%</td><td>31%</td></tr>
<tr><td>Year 9</td><td>69%</td><td>31%</td><td>65%</td><td>35%</td></tr>
<tr><td>Year 10</td><td>88%</td><td>12%</td><td>81%</td><td>19%</td></tr>
<tr><td>Year 11</td><td>81%</td><td>19%</td><td>61%</td><td>39%</td></tr>
</table></td></tr>
</table>

3

A challenge for some disadvantaged students is the gap between their current levels of numeracy and the demands of the GCSE specifications.

Current Year 11 S1 2024 data compared with 2024 Best Results:

	Year 11 S1 Report Data			2024 Best Results Data		
	Dis	Non Dis	Gap	Dis	Non Dis	Gap
Maths APS	4.89	5.7	-0.81	4.57	5.58	-1.01
Maths 5+	61%	70%	-9%	62%	72%	-10%
Maths 4+	83%	93%	-10%	71%	87%	-16%

4

Teacher reports and discussions with students and parents indicate that a challenge for some disadvantaged students is that they lack self-regulation skills (knowledge of self, knowledge of task and knowledge of strategies) to plan, monitor, complete and evaluate their work.

5

A challenge to achievement is the attendance of some disadvantaged students.

The attendance gap is becoming entrenched. Barriers to attendance tend to be more complex and some families are less willing to engage in support from school.

	2023-24		2022-23		2021-22		2020-21	
	DIS	Non DIS	DIS	Non DIS	DIS	Non DIS	DIS	Non DIS
% attendance	89%	94%	89.1%	94.6%	89.3%	93.7%	90.6%	95.7%
Persistent Absence	37%	14%	43.5%	12.8%	36.6%	15.3%	27.9%	9.1%

6

A challenge to achievement for some disadvantaged students is their negative perception of themselves as learners. This can manifest in what appears to be a negative attitude to learning, low aspiration and limited engagement with education, wider learning and the extra-curriculum.

	2023-24		2021-23		2021-23	
	DIS	Non DIS	DIS	Non DIS	DIS	Non DIS
C5 incidents	218 (29%)	535 (71%)	20 (23%)	161 (77%)	35 (29%)	86 (71%)
C5 no. of students	47	138	20	76	7	34

7

Discussions with students, staff and parents, as well as referrals to our inclusion team, indicate that a challenge impacting upon some disadvantaged students' achievement is an increase in well-being and mental health concerns.

8

A challenge for disadvantaged students' engagement and aspiration is the rural location of the school impacting upon the accessibility of the school to disadvantaged students and their families and fewer local high-quality apprenticeships and employment opportunities. Rural deprivation combined with rural isolation can significantly impact upon student aspiration and opportunity.

9

A challenge for some Year 7 disadvantaged students is that they are not 'secondary ready' which impacts on their resilience and determination to engage fully 'in lessons and learning'.

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
The attendance of disadvantaged students improves so there are less incidences of missed learning.	A reduction in the difference between the attendance of disadvantaged and non-disadvantaged students – the gap reduced to <2%. [SSDP 2.3]
Year 11 disadvantaged students achieve their aspirational target grades (FFT 5) resulting in an improved attainment 8 (A8) and progress 8 (P8) score [no P8 score until 2027] for disadvantaged students	Attainment 8 score > 54.86 (2025) [SSDP 1.1.1] [SSDP 1.3.2]
Increased numbers of disadvantaged Year 11 students achieving a strong pass in both English and Maths	Percentage of disadvantaged students achieving grade 5+ EM > 67% (2025) [SSDP 1.1.1] [SSDP 1.3.2]
Disadvantaged students can apply their literacy skills across their curriculum so there is no difference in the literacy levels of disadvantaged students and their peers in all subjects but especially English, History, RS and any other GCSE subject with an increased literacy content.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and less disparity in the average reading age of disadvantaged and non disadvantaged students. [SSDP 1.3.4] Improved student performance in internal and external assessments in all subjects but, in particular, in English as well as History, RS etc. Percentage of disadvantaged students achieving grade 4 in English consistently > 90%. [SSDP 1.1.1] [SSDP 1.3.2]
Disadvantaged students can apply their numeracy skills across their curriculum so there is no difference in the numeracy levels of disadvantaged students and their peers in Maths, Science, Geography, DT and Computer Science and any other GCSE subject with an increased numeracy content.	Improved student performance in internal and external assessment in all subjects but, in particular, numeracy-based subjects. The percentage of disadvantaged students achieving grade 4 in Maths consistently > 90%. [SSDP 1.1.1] [SSDP 1.3.2]
Improved metacognition for disadvantaged students so they are able to flourish academically and have the self-regulatory skills to do well across all curriculum subjects and in their exams.	Teachers report that disadvantaged students are able to monitor and regulate their own learning, are completing homework and revision, evidenced in less demerits (C1-5) and more merits (R1-5) issued to disadvantaged students. [SSDP 2.3]

Disadvantaged students are highly engaged in the curriculum, including the extra-curriculum, leading to consistent, positive, learning behaviours.	Disadvantaged students do not disproportionality receive C5 call outs or exclusions (internal and external). [SSDP 2.3] Every disadvantaged student partakes in one or more extra-curricular activity. [SSDP 3.4]
The curriculum and transition process promotes resilience and high aspirations. Improved transition for disadvantaged students in year 5/6, 9/10 and year 11/post-16. Disadvantaged students are supported to be fully aware of pathways for future options including Sixth Form, College and Apprenticeships.	All Year 7 students, regardless of their background, are 'secondary ready'. Students are following appropriately challenging pathways to success - right child, right course. All disadvantaged students attend Futures meetings and the Careers Fayre. 100% sustained education, employment or training (0% NEET) [SSDP 3.9]

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised professional development (for both teachers and teaching assistants) which supports inclusive Quality First Teaching based on 'The Heber Way'. Professional development based on teachers' own development needs or the needs of their subject, as well as instructional coaching and resources to improve pedagogy, will be funded. We will fund training to support this, to pay for CPD resources and staff release time, as well as part-fund the PP Lead's salary to ensure that the PP strategy prioritises securing quality teaching and learning through personalised professional development.	The best available evidence indicates that great teaching is the most important lever schools have to improve student attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. *EEF School Improvement Planning – High Quality Teaching*	1, 4 & 6
Embedding the new system of assessment (formative and summative) which will enable teachers to identify gaps in student knowledge, skills and habits and which facilitates early identification of students at risk of not achieving their academic potential, so they receive bespoke actions to support them in making better progress. We will fund training to support this and staff release time.	Careful attention needs to be given to the purposes of assessment and the actions that will be undertaken in response to the information it provides. Common reasons for using assessment include: tracking of student progress to inform school-level decision making; identifying ideas and concepts which might needs revisiting or re-teaching; and highlighting students whose misunderstandings or misconceptions require targeted intervention or tutoring. *EEF School Improvement Planning – High Quality Teaching* Formative assessment means providing teaching that is adaptive to students' needs and using evidence	1, 3, 4 & 6

	about learning to adjust instruction to ensure that learning moves forward. The EEF trialled 'Embedding Formative Assessment' in English Schools and found a positive impact, on average. *EEF guidance 'Teacher Feedback to Improve Pupil Learning'*	
Overcome the language gap through a whole school focus on disciplinary literacy ['Words Matter'] in particular academic reading and writing. WalkThrus CPD to embed academic reading and writing, promote oracy in lessons and embed effective feedback. We will fund research, training and resources as well as support from external organisations. We will use the PP budget to pay for the annual subscription for The Day to promote academic reading / cultural affairs.	Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. An emphasis on disciplinary literacy 'makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school'. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. *EEF 'Improving Literacy in Secondary Schools' guidance* We deepen knowledge through robust vocabulary instruction, not simple word exposure. *'Bringing Words to Life: Robust Vocabulary Instruction', Beck, Mckeown and Kucan.* Language is key to success in accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together, and in developing relationships with adults and peers. Oral language, in particular, is a key indicator for future academic success.' *Addressing Educational Disadvantaged in Schools and Colleges: The Essex Way* Feedback may have a positive impact through supporting students to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing students' motivation to improve. Effective feedback is high impact, +6 months impact. *EEF Teaching and Learning Toolkit - Feedback*	1 & 2
Implementation of metacognition as an important part of The Heber Way (QFT) to ensure Heber students are successful independent learners. We will fund research, training and resources as well as support from external organisations.	Evidence suggests that the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months progress when used well. *EEF Metacognition and Self-Regulated Learning Report*	1 & 4

WalkThrus CPD to embed metacognitive talk.		
Inclusive pedagogy facilitated through access to high quality information about students' needs using Arbor (MIS), enabling teachers to deliver quality first teaching which is focused on the bespoke needs of our disadvantaged and vulnerable students. We will fund the payment of Teaching Assistants to work additional hours to gather and update this information.	Students with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between students with SEND and their peers is twice as big as the gap between students eligible for free school meals and their peers. However, students with SEND are also more than twice as likely to be eligible for free school meals. Schools should build an ongoing, holistic understanding of students and their needs. *EEF Special Educational Needs in Mainstream Schools*	1, 2 & 6
Further enhancement of our Maths teaching and curriculum in line with DfE KS3 and EEF guidance to ensure elements of Maths mastery are fully embedded in the Maths Subject Area. We will fund teacher release time and attendance costs to access the CWAC Maths Hub and mastery training.	A fundamental principle of teaching effectively in mathematics is that key ideas need to be understood deeply before moving on. A curriculum which encourages teachers to move on to the next topic too quickly, before key ideas are deeply understood, results in superficial learning. Without a coherent, connected curriculum there is a danger that students will perceive the mathematics they learn as a bewilderingly large set of separate topics, each one with its own rules and techniques to remember. Students who have this view of mathematics often see it as a hard, impenetrable subject which they find difficult to learn. *DFE non-statutory guidance – Teaching mathematics at key stage 3 – GOV.UK*	1 & 3

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-Led Tutoring for disadvantaged students to close any knowledge gaps.	121 is very effective at improving student outcomes and can be an effective strategy for providing targeted support for students that are identified as having low prior attainment or struggling in particular areas. *EEF Teaching and Learning Toolkit – one to one tuition* Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more	1, 2 & 3

	general strategy to ensure effective progress, or to teach challenging topics or skills *EEF Teaching and Learning Toolkit – small group tuition*	
The use of Maths and English PP Teaching Assistants to provide targeted support for disadvantaged students both in and outside the classroom including at KS3 and KS4 Homework Hub and in KS3 after school Maths sessions.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. *EEF Teaching and Learning Toolkit – teaching assistants*	2 & 3
Targeted support for disadvantaged students so they are able and willing to read both for pleasure and for subject literacy overcoming the language gap. Following their reading test, this may include: phonics, book buddies or personal development reading. Student leadership opportunities for disadvantaged students in Year 11 or KS5 as book buddies. We will fund the Reading Development Programme (RDP) and NGRT reading tests to enable us to target disadvantaged students who require additional support with their reading. We will pay for reading books for disadvantaged students, peer reading initiatives, reading rewards and reading comprehension strategies including the use of technology to support reading in exams. We will fund Accelerated Reader in Year 7 and 8 English lessons to promote and manage independent reading and reading for pleasure We will fund a one-year task and complete position focusing primarily on literacy and oracy for disadvantaged students in KS3.	'The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.' *EEF Teaching and Learning Toolkit – reading comprehension strategies*	2&6

Targeted study skills support for Year 11 disadvantaged students to support their revision study skills (metacognition) – funding an Elevate study skills session.	There is evidence that disadvantaged students are less likely to use self-regulatory strategies without being taught them *EEF Teaching and Learning Toolkit - metacognition*	4

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

Budgeted cost: £28,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close the attendance gap through the use of School Analytics to support the work of the EWOs, YLs and their link SLT, and the relationships they build with disadvantaged families. The attendance of disadvantaged students is discussed as a priority in each EWO/YL fortnightly meeting to ensure any barriers preventing excellent attendance are removed. We will fund School Analytics and Power BI and any relevant training and release time to develop and provide targeted support.	*The British Psychological Society 2017 report 'Behaviour Change; School attendance, exclusion and persistent absence'* recommends solution-focussed educative / therapeutic approaches from Psychologists, Education Welfare Officers and Social Workers, working with families who might otherwise collude with or inadvertently maintain persistent school non-attendance. Schools should improve their psychological competence and local inclusiveness by developing expertise in teaching, nurturing, valuing and understanding their most complex and challenging students – as an integral part of the school-improvement agenda.	5
A two year TLR post to de-vise and launch a 'disad-vantaged First' strategy to ensure all disadvantaged students at Heber are iden-tified and supported (3 tier intervention system). The PP fund will be used to pay for the TLR role and any relevant training and release time.	The EEF suggests interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored over time.	1, 4 & 6

We will use the pupil premium to subsidise students' engagement in the extra-curriculum to develop students' cultural capital. This means we will support curriculum related day trips and part funding of the Year 7 Menai residential.	Our experience is that students' enrichment opportunities raises their aspirations and broadens their horizons, something incredibly beneficial as, owing to our rural location, students' access to cultural activities can be limited. Arts participation can have a positive impact on other areas of academic learning with improved outcomes identified in English, Maths and Science. *EEF Teaching and Learning Toolkit – arts participation*	6
The PP budget will be used to pay for termly motivational rewards and praise postcards - a rewards system that will prioritise disadvantaged students.	Experience has demonstrated that some of our disadvantaged cohort may have lower levels of confidence and self-belief. Each department will ensure that one disadvantaged student is chosen each term to celebrate in their subject.	6 & 7
Disadvantaged students will have improved access to high quality CEIAG including careers counselling with the school's external Careers Advisor where required (prioritising Year 9 & 11)	DfE guidance advises that schools should provide targeted support for vulnerable and disadvantaged students. *DfE Careers guidance and Inspirations in Schools*	8
Targeted support to teach and enable disadvantaged students to develop self-regulation and study skills and to ensure readiness to learn: - GCSE Revision materials & guides provided for disadvantaged students - KS3/4 Homework Hub to support and promote good study habits - No digital divide by ensuring all disadvantaged students have access to devices and data	Experience has demonstrated that disadvantaged students are less likely to have the full set of GCSE revision materials and guides bought for them and may not always have access to a quiet, private place to study at home.	4
Support for specific students who require support with their behaviour, emotions and mental health. This includes further embedding Trauma-Informed Practice TIP) and	Our Way of Working (OWoW): - The impact of trauma is deep and profound. - Focuses on all aspects of childhood adversity. For example, from the diagnosis of serious illness, poverty, death and loss to abuse and neglect. - Enables us to practice in a trauma informed way to understand how trauma can impact families through generations and everyday lives. *West Cheshire Children's Trust - OWoW*	7

language including the review and further embedding of the Behaviour and Belonging Framework, a Counsellor for disadvantaged students for targeted mental health and wellbeing support. We will fund any relevant training for staff as well as investment in outside experts/organisations and release time to develop TIP and general inclusive practice.	It aids educators to shift from perhaps more traditional language and approaches to a trauma-perceptive description of vulnerable individuals, which in turn can create the necessary compassion instead of blame and shame, hope instead of hopelessness and connections rather than disconnection that are needed for positive relationships to occur. When students have consistent experiences of being safe, healthy, active nurtured, achieving, respected, responsible and included, then they will develop the skills and brain systems that provide resilience to stressors. *Addressing Educational Disadvantaged in Schools and Colleges: The Essex Way* Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. *EEF School Improvement Planning – Wider Strategies*	
Disadvantaged students will benefit from an extended transition programme to ensure smooth transition, good relationships and belonging through transition activities including the Year 6/7 PP Summer School; curriculum continuity and the establishment of peer networks / mentors. Disadvantaged students will benefit from a 'secondary school ready' programme with the feeder primary schools. We will fund the Year 6/7 PP Summer School and release time for other transition activities.	Some children are vulnerable to poor academic progression and disengagement during transition. Successful transitions, as identified from case studies in the research, are those with close cross-phase links. A variety of opportunities for induction, taster days and visits between schools appear to improve institutional adjustment. Some studies report a positive effect on social adjustment through opportunities for establishing new friendships. *EEF School Transitions Tool* To be successful, disadvantaged students will need to feel like they belong in our schools and in our classrooms. Multiple studies have shown that where relationships across schools are strong, the most disadvantaged students will thrive. *Addressing Educational Disadvantaged in Schools and Colleges: The Essex Way.*	5, 6 & 9
Contingency fund for acute issues that arise.	Experience has demonstrated a need to have a small amount of funding set aside to respond quickly to need that have not yet been identified.	All

Total budgeted cost: £148,129

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year:

We have analysed the performance of our school's disadvantaged students during the 2024/25 academic year using key stage 4 performance data. The national Attainment 8 score for disadvantaged students in 2023/4 was 34.5. At Bishop Heber High School the Attainment 8 score for disadvantaged students was 50.00. Nationally 26% of disadvantaged students achieved both English and Maths grade 5+ (EM5+) whereas at Bishop Heber this was 56%.

The national average Progress 8 score for disadvantaged pupils was –0.57 and for non-disadvantaged pupils it was +0.16. The Progress 8 score for disadvantaged students at Bishop Heber was +0.71. At Bishop Heber the Progress 8 score for all students was +0.72. This demonstrates a considerable improvement in the progress made by disadvantaged students at Bishop Heber High School and a significant narrowing of the gap.

2023/4 Cohort	All Pupils
Non Disadvantaged	189/207
Disadvantaged	18/207

2023-4 Cohort	All Pupils		National	Local
	Disadvantaged	All	All	All
A8	50.00	55.90	50.00	49.40
P8	+0.71	+0.72	+0.16	+0.17
9-5 in English and Maths	56%	67%	53%	51%
9-4 in English and Maths	67%	83%	73%	72%
9-5 EBacc APS	4.64	5.22	4.46	4.43

It is pleasing to see that disadvantaged students at Heber make more positive progress than all students nationally. There is no gap between the attainment of disadvantaged students and that of all students nationally (APS). We are delighted with this and the positive impact it will have on our disadvantaged students' life chances. Moving forward, our aim is to maintain this positive progress score and further improve the attainment of our disadvantaged students.

We have a relentless focus on improving the attendance of all students, but particularly that of our disadvantaged students, aiming to return back to our excellent pre-Covid levels. In the 2023/24 academic year the attendance of the disadvantaged cohort at Heber was 89% whereas the attendance of students that are not disadvantaged was 94%. This is why attendance remains an important focus of our current plan and the school has an Assistant Headteacher who leads the whole school strategy for closing the attendance gap.

Last year marked the end of the previous three-year strategy plan. The outcomes and progress made by the disadvantaged cohort suggests that the plan was a general success, but with some intended outcomes not / partially achieved. Review of each intended outcome of the previous plan:

1. The attendance of disadvantaged students improves so there are less incidences of missed learning. **This was not achieved as the attendance gap remains.**
2. Year 11 disadvantaged students achieve their aspirational target grades (FFT 5) resulting in an improved attainment 8 (A8) and progress 8 (P8) score for disadvantaged students. **This was achieved as the progress score for the disadvantaged cohort was +0.71.**
3. Increased numbers of disadvantaged Year 11 students achieving a strong pass in both English and Maths. **This was achieved as 56% of disadvantaged students achieved EM5+ which was better than the national and local average for all students.**
4. Disadvantaged students can apply their literacy skills across their curriculum so there is no difference in the literacy levels of disadvantaged students and their peers in all subjects but especially English, History, RS and any other GCSE subject with an increased literacy content. **This was partially achieved as, although the performance of disadvantaged students in literacy based subjects improved, the aspiration for 90% to consistently achieve grade 4+ in English was not achieved.**
5. Disadvantaged students can apply their numeracy skills across their curriculum so there is no difference in the numeracy levels of disadvantaged students and their peers in Maths, Science, Geography, DT and Computer Science and any other GCSE subject with an increased numeracy content. **This was partially achieved as, although disadvantaged students' performance in numeracy based subjects improved, the aspiration for 90% to consistently achieve grade 4+ in Maths was not achieved.**
6. Improved metacognition for disadvantaged students so they are able to flourish academically and have the self-regulatory skills to do well across all curriculum subjects and in their exams. **This was partially achieved as evidenced in the improved exam results.**
7. Disadvantaged students are highly engaged in the curriculum, including the extra-curriculum, leading to consistent, positive, learning behaviours. **This was partially achieved as, although disadvantaged students were targeted for engagement in the extra-curriculum, some disadvantaged students were not fully engaged in the curriculum as evidenced by the disproportionate amount of C5s (SLT Alerts) they received.**
8. The curriculum and transition process promotes high aspirations. Improved transition for disadvantaged students in year 9/10 and year 11/post-16. Disadvantaged students are supported to be fully aware of pathways for future options including Sixth Form, College and Apprenticeships. **This was partially achieved as students received high quality guidance for Year 11 / post 16 transition, but more work is required on the year 9/10 transition point. One disadvantaged student was NEET in 2024.**

Externally provided programmes

Programme	Provider
GCSEPod	Access
Educake	Educake Ltd

Service pupil premium funding (optional)

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

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
It was used to part fund the PP Counsellor so service pupil premium students had access to a counselling provision if required.
The impact of that spending on service pupil premium eligible pupils
Support for students that were struggling with their mental health and wellbeing.

Further information (optional)

Our strategy to help disadvantaged students to improve their attainment will be supplemented by the following additional activity that is not being funded using the pupil premium or recovery premium:

- Closing the gap is a key priority in the School Strategic Development Plan and the Performance Review process.
- Promotion of the Happy@Heber ethos and prioritising positive relationships with and positive discrimination towards disadvantaged students. Disadvantaged students will feature on our Pyramids of Inclusion and will be supported by their Form Tutor who will play a 'surrogate parent' role. They will have priority booking, for example, at Parents Evenings, to support their attendance.
- Providing SLT 'assertive mentoring' to support Year 11 disadvantaged students to be prepared for their exams, develop good study habits and engage in extra-curricular revision opportunities, as well as to enhance home-school links.
- Disadvantaged students' attendance is a focus in SLT and Subject / Year Leader 121 meetings and Year Team meetings and through completion of the disadvantaged students' attendance report and board.