

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Blue Coat School
Number of pupils in school	1689
Proportion (%) of pupil premium eligible pupils	15
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	23.09.22
Date on which it will be reviewed	22.09.23
Statement authorised by	
Pupil premium lead	Mr. Kelly, Mr. Bourne, Mrs. Underwood
Governor / Trustee lead	Adi Smale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 142,825
Recovery premium funding allocation this academic year	£ 45,540
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	£ 188,365

Part A: Pupil premium strategy plan

Statement of intent

At The Blue Coat we say to our young people we want them to be 'Everything you can be and everything you are meant to be'.

The 'can be' means all pupils study a broad, deep, rich curriculum including EBACC where they make good progress and achieve high attainment across the curriculum.

The 'meant to be' means they experience success and leave us as well-rounded young adults – good friends, neighbours, parents, citizens and people we are proud to call our own. We see this in their outcomes but also in the fabulous young adults they all become.

The focus of our strategy is to support disadvantaged pupils to achieve that goal.

All staff have a responsibility for disadvantage pupils and their outcomes. Our approach is graduated and considers the potential barriers for our vulnerable pupils and carefully crafts and promotes strategies to remove them.

Our robust 'Universal Offer' is what all our disadvantaged pupils have access to. Curriculum and quality first teaching sits central to this. It is aspirational and all pupils are entitled to the powerful knowledge- the best that has been thought and said. Then, with departmental approaches to literacy and metacognition, they learn how to learn. With a drive around formative assessment our lessons are responsive to the needs of individuals so that all pupils make good progress.

Where pupils require support outside of the classroom, they may access our 'Selected' and 'Targeted' offer. Our diagnostic assessment and person-centred approaches mean that where appropriate, pupils access research engaged and at times, bespoke provision and intervention.

We want all pupils to excel in a safe and encouraging environment where pupils are known, where their needs are understood and where they are challenged. Our approach to disadvantaged is not a bolt on but instead, a whole school approach- and culture- where every small step is celebrated.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes: There is a gap between PP students and their non-PP peers in GCSE outcomes in a number of subjects.
2	Attendance: PP students' attendance is slightly lower than their non-PP peers.
3	Ongoing impact of COVID-19: The EEF's rapid evidence assessment examined the potential impact of school closures and found that they are likely to reverse the progress made to close the gap in the last decade since 2011.
4	Prior Attainment: Gaps in knowledge at KS2

5	Reading: The reading age of PP students is significantly below the average reading age of their NPP peers and the current year 7 cohort has the lowest reading age in recent years.
6	Engagement and Aspirations: PP students historically have lower engagement in extra-curricular activities and trips than their NPP 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
PP students will make comparable progress and attainment in relation to NPP	GCSE and A Level Outcomes
The attendance and punctuality of PP students will be comparable to NPP students	Attendance Data
PP students' engagement in extra-curricular activities and trips will be comparable to NPP	Pupil Engagement Data

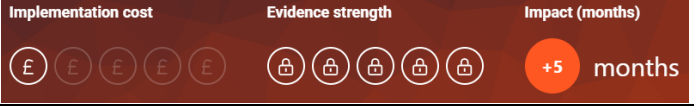

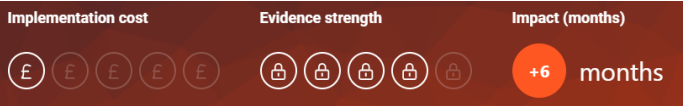
Activity in this academic year



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: £ 112,486

Activity	Evidence that supports this approach	Challenge number(s) addressed												
Universal Offer														
<p>Staff CPD (Q Wed) is ongoing and underpins everything we do at curriculum level and teaching and learning. A commitment to CPD ensures we have:</p> <p>Curriculum</p> <p>A whole school curriculum which enables students to fully realise their potential and be happy well-rounded members of society.</p> <p>A curriculum which is broad, rich, relevant, interconnected and progressive.</p> <p>A curriculum which promotes spiritual development, fellowship and enjoyment</p> <p>A curriculum which promotes cultural and literacy capital including disciplinary literacy and reading.</p> <p>A whole school research engaged curriculum underpinned by consistent language and strategies for developing literacy and metacognition.</p> <p>Diagnostic testing for reading at Year 7-9.</p> <p>Specialist Fresh Start Phonics CPD continues for targeted staff who teach Academic Reader as part of our curriculum.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. The research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Metacognition and Self Regulation</p> <table border="1" data-bbox="600 1066 1302 1182"> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+7 months</td> </tr> </tbody> </table> <p>Reading Comprehension</p> <table border="1" data-bbox="600 1261 1302 1377"> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+6 months</td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months	<p>1,3, 4, 5</p>
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	<p>Standardises testing offers reliable insight into specific strengths and weaknesses. Feedback</p>  <p>Phonics: +5 months</p> 	
<p>Disadvantaged Strategy: Learning and Progress</p> <p>Every subject area has its own graduated disadvantaged strategy which is underpinned by these whole school approaches:</p> <p>Teaching and Learning:</p> <p>Robust use of formative assessment which targets disadvantaged students to ensure pupils are engaging and making progress.</p> <p>Ensuring disadvantaged students actively engage group tasks by allocating specific roles.</p> <p>Ensuring that disadvantages students are prioritised for leadership opportunities in class.</p> <p>Revision support for students, including revision guides/materials/ packs free where appropriate.</p> <p>Carefully considered seating plans.</p> <p>Marking and Feedback:</p> <p>Disadvantaged students prioritised for verbal feedback in lesson.</p> <p>Disadvantaged students' books to be marked first. Class teachers to ensure that:</p> <p>Feedback is clear and specific.</p>	<p>Embedding formative assessment</p>  <p>Feedback</p> 	<p>1,3,4,5</p>

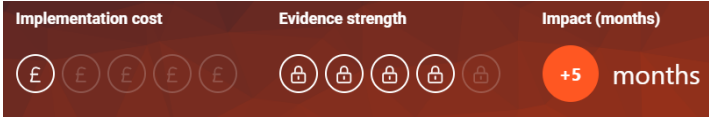
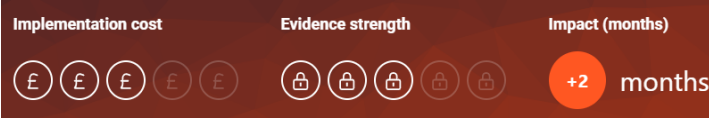
<p>MIB tasks set are clear and specific and checks are made to ensure students know what they need to do.</p> <p>Completion/ quality of MIB work is checked first.</p> <p>Robust tracking and monitoring systems to ensure that PP students make strong progress and have access to effective teacher led and online interventions where appropriate and necessary.</p>	<p>Feedback</p> 	
<p>Aspirational setting for disadvantaged students where appropriate.</p>		
<p>Selected</p>		
<p>Curriculum, Learning and Progress</p> <p>Where pupils need a higher level of support outside of our universal offer for PP, they may receive support from our selected offer. This includes:</p> <p>Additional work/study materials to address any gaps in knowledge where appropriate.</p> <p>Priority for disadvantaged students in department intervention.</p> <p>Homework support provision.</p> <p>Enhancement of Mathematics TA provision and support including CPD around the Six Golden threads of Maths for all TAs delivered by AAHT/SLE: Mathematics to enhance TA support in lessons.</p>	<p>Homework</p>  <p>Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,3,4,5</p>

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

Budgeted cost: £ 37,805



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<p>Curriculum</p> <p>Academic Reading curriculum is a targeted phonics curriculum for disadvantaged lowest readers in the school.</p>	<p>Phonics</p> <table border="1" data-bbox="427 622 1121 730"> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5 months</td> </tr> </tbody> </table> <p>Reading Comprehension Strategies</p> <table border="1" data-bbox="427 808 1121 916"> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+6 months</td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months	4,5												
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<p>Reading</p> <p>A targeted approach to reading:</p> <p>Targeted 1:1 or small group reading intervention including Phonics intervention and Reciprocal reading programme delivered by trained staff (HLTA/PP DoL/ Supertutors)</p> <p>7/12 reading project- a targeted peer led project which fosters a love of reading and reading for pleasure.</p> <p>Additional reading assessments including Fresh Start base lines and WIAT testing</p>	<p>Small group Tuition</p> <table border="1" data-bbox="432 1070 1137 1189"> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4 months</td> </tr> </tbody> </table> <p>Reading Comprehension Strategies</p> <table border="1" data-bbox="432 1272 1137 1391"> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+6 months</td> </tr> </tbody> </table> <p>Phonics</p> <table border="1" data-bbox="432 1473 1137 1592"> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5 months</td> </tr> </tbody> </table> <p>Peer Tutoring</p> <table border="1" data-bbox="432 1675 1137 1794"> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5 months</td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	4,5
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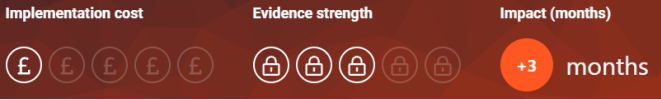

<p>implemented with students where appropriate</p>		
<p>English</p> <p>Enhancement of English TA provision and support including CPD around approaches to reading to enhance support of disadvantaged pupils in lessons and during intervention.</p> <p>Reciprocal Reading/ Rapid Reader provision</p> <p>Guided Learning: English at KS4</p>	<p>Reading Comprehension Strategies</p> 	<p>1,4,5</p>
<p>Mathematics</p> <p>Enhancement of Mathematics TA provision and support including CPD around the Six Golden threads of Maths to enhance support of disadvantaged pupils in lessons and during intervention.</p> <p>Bespoke Heggerty Maths provision</p> <p>Guided Learning: Maths at KS4</p>	<p>Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1</p>
<p>Wider Interventions</p> <p>VESPA</p> <p>Personalised post 16 support</p> <p>Collaborative placements</p>	<p>Small group Tuition</p> 	<p>2, 6, 5</p>

Small group 1:1 tuition	Peer Tutoring	
Horticulture		
Year 13 buddy systems	Mentoring	
Mentoring and Support. Lower thresholds		

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

Budgeted cost: £ 88,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Universal		
Pastoral Care and Provision Pastoral care and support which ensures that students are happy, healthy and enjoy school. Relationships policy is trauma informed and promotes restorative approaches. Support from Director of Learning and PP DoL who closely monitors and tracks progress and welfare in school. Each DOL has their own enhanced/selected and targeted offer for disadvantaged students Junior Leadership Team in Years 7-13 The School Council in Years 7-13	Social and Emotional Learning  Parental Engagement 	2, 3, 6

<p>A pastoral curriculum supporting reading, CEIAGs and spirituality which supports students both within and beyond school to become everything they can be and everything that they are meant to be.</p> <p>Enhanced monitoring and tracking for disadvantaged cohort by Director of Learning (PP) and AHT KS3, KS4 and AFA.</p>		
<p>Engagement and Extra Curricular</p> <p>A wide range of extra-curricular and enrichment activities which extend students' learning develop their passions and interests beyond the classroom.</p> <p>Disadvantaged students prioritised for marketing of and attendance at extra-curricular/Enrichment activities.</p> <p>School Council and Junior Leadership Teams and Leadership opportunities with targeted support for disadvantaged students to apply for and achieve JLT and Leadership opportunities</p> <p>Duke of Edinburgh Bronze Award Scheme for all pupils in Year 9; Silver Award for students who wish to take this in Years 10-11, with opportunity for financial support for disadvantaged students.</p> <p>Inclusivity of all trips/events assessed prior to authorisation through new trips procedure.</p>	<p>Arts Participation</p>  <p>Physical Activity</p> 	<p>3, 6</p>

<p>Trips visits aimed at raising aspirations and engaging students with further/higher education.</p> <p>Proactive work with disadvantaged students to encourage engagement with enrichment and extra-curricular activity.</p> <p>Students supported and encouraged to get involved in clubs' activities and leadership opportunities.</p> <p>All school events reviewed during the planning stages to ensure that disadvantaged students can engage, and they take the opportunity to do so.</p>		
<p>Behaviour and Rewards</p> <p>A whole school behaviour approach which places relationships at the centre, is trauma informed and has high standards and expectations of all students. Adjusted triggers to ensure early intervention and support.</p> <p>Staged approach to support pupils who are not meeting standards and expectations at DOL/AHT/DHT level.</p> <p>Recognition and rewards policy which through a staged approach which acknowledges the hard work and excellent conduct of all students. Prioritised for positive praise/rewards.</p>		3, 6

<p>Prioritise for parental phone calls for positive behaviour</p> <p>Priority given to students when making recommendations for students of the week, Headteacher's prize etc.</p> <p>Preventative monitoring through FT for equipment, uniform, organisation.</p> <p>Priority given for AfA support.</p>		
<p>Attendance and Punctuality</p> <p>Whole school attendance/ punctuality policy which takes a robust approach to student attendance/punctuality to ensure high levels of attendance for all students.</p> <p>Attendance support/intervention which takes a staged approach who meet identified thresholds.</p> <p>Enhanced monitoring, tracking and intervention for disadvantaged students:</p> <p>Disadvantaged students prioritised for phone call home during/following absence.</p> <p>Disadvantages students prioritised for home visits.</p>		2
Selected		
<p>Breakfast Club Provision: Meet and greet; equipment checks and porridge</p>		

<p>Nurture Group for pupils who need support with attendance or social and communication issues (Years 7 and 8).</p> <p>Fast track attendance process for identified students.</p>		
Targeted		
<p>High level mentoring</p> <p>Referrals to external agencies</p> <p>Access to Hardship funding which has historically allowed our students to take part in: The Battlefields residential in Year 8; Duke of Edinburgh Award scheme; All curriculum-related school trips – e.g., to the theatre and art galleries, field trips etc.</p>		3

Total budgeted cost: £ 239,198

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 2020 to 2021 academic year.

Last year's Pupil Premium Strategy had 3 main objectives:

1. Pupil Premium attendance and punctuality will be comparable to non-pupil premium
2. Pupil Premium progress will be comparable to non-pupil premium
3. Pupil Premium engagement in extra-curricular activities and the wider school offer will be comparable to non-pupil premium

Attendance and Punctuality

Pupil premium attendance was comparable to their non-pupil premium peers with a 0.42% gap in attendance for academic year 2021-22.

Progress

Our Pupil Premium progress 8 score (SISRA Collaboration data 2022) currently stands at +0.28. Nationally, according to SISRA Collaboration data 2022, the pupil premium progress 8 score is -0.41.

Pupil Premium Progress by Progress 8 bucket

English: - +0.538

Maths: +0.133

EBACC: +0.044

Open: +0.449

As part of our strategy to improve pupil premium progress we engaged with the school-led tutoring programme, using our own classroom teachers to deliver extra tuition to 78% of our pupil premium cohort.

The programme started in the spring term and the table below shows a measurement of the progress these students made from this point to their summer exams.

Subject	PP
All	+1.33
English	+1.6
Maths	+1.23
Science	+1.26
RS	+1 (1)
MFL	+1.75

Pupil Premium students who engaged in school-led tutoring progressed by more than a GCSE grade from when the programme started to their final examinations.

Extra-Curricular and Wider School Engagement

The table below shows the percentage of students who regularly engaged in extra-curricular activities last year.

ALL	PP	Non-PP
63%	64%	62%

Sport

37.5% of PP students said they participated in an extra-curricular sporting activity compared to 45% of non-pp.

Music/Drama

17% of PP students surveyed took part in an Arts based activity compared to 19.8% non-pp.

STEM

23% of PP students surveyed said they took part in a STEM-based activity compared to 18% of non-pp.

Externally provided programmes

Programme	Provider
Remote tutoring for Looked-after children	Vision for Education

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Support for disadvantaged pupils is regularly reviewed in Year Group Review. This meeting is attended by

- DHT: Quality of Education and Welfare
- DHT: Progress and Standard
- AHT: KS3/KS4
- AHT: AFA (SENDCo)
- Director of Learning
- Safeguarding and Parent Liaison Officer
- Attendance and Welfare Officer
- Safeguarding Officer