

# Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the April 2023 to March 2024 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.

## 1. School overview

Detail	Data
School name	The Charter School Bermondsey
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	55%
Academic years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	M Huntley, Principal
Pupil Premium lead	B Clapham, Assistant Principal
Governor / Trustee lead	Sally Wood

## 2. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£253,575</b>

## Part A: Pupil premium strategy plan

### 3. Statement of intent

Our aim is to remove barriers to attainment so that pupils eligible for Pupil Premium Funding achieve the targets we set and are at least in line with other cohorts in school and exceed those nationally. We also aim to provide an enriched curriculum comprising academic and creative activities that and promote well-being, health and build cultural capital. The implementation of this plan is a process rather than an event and will be implemented in stages throughout the school year. Our intention is that all students, irrespective of their background or the challenges they face, make outstanding progress, and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. In 2022-23, our disadvantaged students have achieved well when compared with the national average, but an in-school gap remains which we are resolutely addressing.

Our Pupil Premium Strategy will be reviewed each term and RAG rated in terms of progress against our objectives.

We have used the following sets of data to identify our priorities and make evidence-based decisions. These are:

- National test data including GCSE outcomes, GL Assessments and Cognitive Ability Tests (CATs)
- Internal summative assessment data
- Attendance and levels of persistent absence
- Behaviour incidences and exclusions data
- Lesson observations and learning walks
- Ofsted data
- Surveys/Interviews
- Wellbeing, mental health and safeguarding concerns
- Access to technology and educational materials

### 4. Our approach

We aim to take a “pupil premium first approach” where the focused engagement of disadvantaged pupils is integral to the high-quality teaching and broader extra-curricular provision we deliver. This is reinforced through staff training, quality assurance, and appraisal processes. Addressing disadvantage is also integral to our wider school plans for education recovery, notably in its targeted academic support through the National Tutoring Programme and broader intervention strategy. We believe that our approach can have the greatest impact on closing the disadvantaged attainment gap, as well as benefiting the non-disadvantaged pupils in our school community.

## 5. Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The challenges faced by Pupil Premium students are described in the table below.

Challenge number	Detail of challenge
1	<p><b>Low literacy skills including tier 2/3 vocabulary acquisition, reading fluency and comprehension and academic writing.</b></p> <p>The Secondary Inspection Data Summary Report shows that students arrive at the school well below the national average in reading and writing and mathematics.</p> <p>14% of the 2023 Year 7 disadvantaged cohort are 3 times more likely to have below average KS2 scaled scores. NB: 31% of pupils in this cohort did not have KS2 data.</p> <p>STAR reading tests at Key Stage 3 show that just over 50% of Year 7 are reading at or above national benchmark level. This typically increases to around 60% for students in Year 8 and 9. This has significant consequences on students' ability to access the full curriculum.</p> <p>Baseline data from English assessments/accelerated reading indicates that disadvantaged students are behind their non-disadvantaged peers in chronological reading age.</p> <p>The school has a significant minority of students who are at the early stages of English fluency due to English being an additional language (EAL).</p>
2	<p><b>Low attendance of disadvantaged students</b></p> <p>Our attendance data last year indicates that attendance among disadvantaged pupils was 3.85% lower than for non-disadvantaged pupils across the year.</p> <p>WBr disadvantaged students are the group of greatest significance due to the proportion of students in this category, and their level of overall attendance, which is below 90%</p>
3	<p><b>Lower levels of progress in target subjects</b></p> <p>Disadvantaged students made good progress in 2022-23 with Progress 8 at <math>-0.07</math>. This is significantly better than the national for disadvantaged students and in line with progress for all students nationally.</p>

	<p>Closing the progress gap in Mathematics, English, Science, and History are likely to have the greatest impact on overall progress for disadvantaged students.</p> <p>GL Assessments show a gap in the achievement of disadvantaged students across Key Stage 3 Mathematics, with the gap being widest in Year 8.</p>
4	<p><b>Social and economic factors impacting access to home learning and independent work.</b></p> <p>The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.</p> <p>Students do not always have the support, space and/or resources at home to work independently, including study at home.</p> <p>The cost-of-living crisis has led to more tangible barriers to achievement for our student body, including hunger, lack of sleep, difficulties purchasing uniform and equipment.</p> <p>Some pupils don't have access to laptops at home, or the internet, or a quiet space in which to work, which affects homework and independent study completion, access to revision materials on our online learning platform and access to ICT based educational opportunities such as Seneca, Educake and Sparx.</p>
5	<p><b>Disproportionate behaviour logs for PP v non-PP pupils</b></p> <p>A review of 2022-23 behaviour data indicates that disadvantaged students are disproportionately sanctioned through use of our Behaviour Support Unit.</p> <p>In 2022-23, suspensions were disproportionately higher for disadvantaged students.</p>
6	<p><b>Low levels of self-esteem, self-belief and confidence and inaccurate perceptions of learning ability</b></p> <p>Disadvantaged students are disproportionately affected by emotional, social, and mental health needs. The data, and indeed our knowledge of these children and their families, indicates a continued pandemic impact. Our observations have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem.</p> <p>This is further evidenced by the increase in the number of referrals made to external agencies for specialised support (CAMHS, Early-Help, Social Care, EWO).</p>

Those children and families who were vulnerable before the pandemic became increasingly so during it; and their needs will be ongoing.

Many pupils have aspirations that are not in line with their potential. Careers-based lessons and Unifrog activity indicate that a large proportion of pupils do not know what they want to do when they leave school, including not knowing what qualifications they need/want to pursue.

Externally benchmarked PASS and ImpactEd surveys highlight:

- Severe lack of confidence in 'self-regard as a learner'
- Students' sense of school membership and engagement was below the national average, though wellbeing was in line with the national average.

## 6. 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	Challenge	Success criteria	LEAD	RAG	Review
Above average progress for disadvantaged pupils across the curriculum at the end of KS4.	3	2024/25 KS4 outcomes for disadvantaged students: <ul style="list-style-type: none"> <li>- Progress 8 above the overall national average and in line with the school's non-disadvantaged cohorts (Progress 8 +0.3)</li> <li>- Progress 8 for English, Maths, Science and History 8 +0.3</li> </ul>	BCL		
Improved reading, oracy and academic writing among disadvantaged pupils across KS3.	1	Reading comprehension (GL assessment and STAR) tests demonstrate: <ul style="list-style-type: none"> <li>- &lt;5% require urgent intervention</li> <li>- &gt;70% in line with their chronological reading age</li> <li>- &gt;90 engagement with Bedrock literacy programme</li> <li>- Closed gaps in the performance of disadvantaged and non-disadvantaged students across Key Stage 3</li> </ul> <p>Focused quality assurance shows consistent implementation of strategies for literacy across the curriculum and its impact on disadvantaged groups</p>	EWA		
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	2	Three-year trend in attendance figures show the gap narrowing and attendance data for all cohorts including disadvantaged to be above national figures by 2024/25: <ul style="list-style-type: none"> <li>- Attendance &gt;94%</li> <li>- Persistent Absence &lt;/+15%</li> </ul>	PHA		
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	6	Sustained high levels of wellbeing and positive attitudes to school from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>- PASS surveys show high levels of well-being and positive attitudes to school amongst disadvantaged students</li> <li>- School identifies gaps in well-being and addresses these through the personal development curriculum</li> </ul>	EWA / ESN		
To improve quality and frequency of independent learning/study skills including study at home.	4	<ul style="list-style-type: none"> <li>- Homework tracking on Class Charts shows disadvantaged students are completing homework in line with the school policy.</li> <li>- Use of homework club monitored indicating sustained take up amongst target disadvantaged cohort.</li> </ul>	RBE / EWA (SBE)		

		<ul style="list-style-type: none"> <li>- Class Charts shows a reduction in the proportion of disadvantaged students receiving HW homework detention compared to non-PP.</li> </ul>			
Disadvantaged students and their parents value academic success and have a clear understanding of the different pathways available Post 16	6	<ul style="list-style-type: none"> <li>- Attendance at Parents' Evenings is the same for disadvantaged and non-disadvantaged students</li> <li>- Numbers of disadvantaged students taking up Level 3 academic qualifications in 2024/25 are in line with their non-disadvantaged.</li> <li>- Career Aspiration Surveys for Years 10 and 11 show no gaps in ambition for Post 16 academic study, university or equivalent.</li> <li>- 0% NEET</li> </ul>	ESN / PHA / EJA		
Disadvantaged EAL students have access to ICT equipment and platforms to support their progress / access to the curriculum	1	<ul style="list-style-type: none"> <li>- Students in need of a laptop identified.</li> <li>- Students can access and engage with curriculum outside via online learning platforms.</li> </ul>	CHA		

## 7. 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.

### High quality teaching (for example, CPD, recruitment and retention)

Activities/resources generating costs attributed to this focus area:	Evidence that supports this approach	Challenge numbers addressed	Cost	RAG	www/next steps
Accelerated Reader - Licence so all students access platform	EFF teaching and learning tool kit- <a href="#">Reading and comprehension strategies</a>	1, 3	4,000		
Class Charts - Licence so all students and parents have access to the communications platform to support engagement	EFF teaching and learning tool kit- <a href="#">Feedback</a> <a href="#">Homework</a> <a href="#">Parent Engagement</a>	1, 2, 3, 4, 5, 6	3,000		
Increased access to ICT resources for vulnerable learners and EAL students	Guides here to approved frameworks <a href="https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education">https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education</a>	1, 2, 3, 4, 5, 6	3,000		
Extended school day: - Years 7 and 8 have a taught curriculum of 26.6 hrs across a 33hr school week. - Year 9-11 have a taught curriculum of 27.5 hrs across a 34hr school week. - - Enrichment curriculum	Department for Education <a href="#">Levelling-up</a> John Hattie – Visible Learning EFF teaching and learning tool kit- <a href="#">Extending School Time</a>	1, 3, 4, 6	144,000		
GL assessments including - Cognitive Ability Tests	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to	1, 3, 5	4,500		



- GL Progress Tests KS3 English, Maths and Science	help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>				
Partnerships to support academic outcomes and appraisal objectives - PiXL - Challenge Partners external review	PIXL Subject-based CPD and student-focussed activities and events to accelerate progress for disadvantaged students.  EFF teaching and learning tool kit- <a href="#">Small Group Tuition</a>	1, 3, 4	4,000		
Total budgeted cost			<b>£162,500</b>		

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

Budgeted cost: £110,800

Key costs attributed to this focus area:	Evidence that supports this approach	Challenge numbers addressed	Cost	RAG	www/next steps
Saturday and holiday intervention programmes including residential for English and Mathematics	Residential to build support and run catch up sessions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	1, 3, 4	16,000		
Literacy & Numeracy Interventions	Intervention to support students will increase confidence, retrieval and attainment. Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3	5,000		

EAL 1 to 1 and small group support teacher	10% of our students are EAL and 55% of this cohort are disadvantaged (Sept 2023). These students need support in accessing the curriculum within lessons. EFF teaching and learning tool kit- <a href="#">Small Group Tuition</a>	1, 3, 4	18,000		
Brilliant club	EFF teaching and learning tool kit- <a href="#">Behaviour interventions</a>	2, 3, 4, 6	3,000		
<b>Total budgeted cost</b>			<b>£42,000</b>		

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

Budgeted cost: £ 79,865

Key costs attributed to this focus area:	Evidence that supports this approach	Challenge number addressed	Cost	RAG	www/next steps
Independent Careers Advice	Careers strategy to improve social mobility and rewarding careers <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf</a>	3, 6	7,000		
Behaviour mentoring programmes: - Future Men - Strengthening Minds - Jamie's Farm - Girls Mentoring	EFF teaching and learning tool kit- <a href="#">Behaviour interventions Mentoring</a>		10,000		
Breakfast Club and free fruit	As well as reducing hunger, breakfast clubs are perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. Additional positive impacts on pupils' social development and the way in which they help some pupils make wider friendship groups and become more confident.	2, 3, 4, 5	6,000		

	<a href="#">Evaluation of breakfast clubs</a>				
SILS Task Force	DfE approved taskforce 10-week placements with multi-agency approach to address high needs students EEF teaching and learning tool kit- <a href="#">Behaviour interventions</a>	2, 3, 5, 6	16,000		
3rd day of external Education Welfare Officer provision	EWO improves attendance by engaging with parents and students who need it the most. The EWO focuses on students under 90% and works with the family to get attendance up.	2, 3, 5, 6	11,000		
Externally Benchmarked Surveys on student attitudes and well-being - PASS Survey - ImpactEd	Promoting mental health support <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST</a>				
Mental Health provision including School counsellor	Promoting mental health support <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST</a>	2, 3, 4, 5, 6	20,000		
School reward activities	EEF teaching and learning tool kit- <a href="#">Behaviour interventions</a>	5, 6	4,000		
<b>Total budgeted cost</b>			<b>£74,000</b>		

**Total cost: £ 278,500**