



## BFS - Pupil premium strategy statement – 2021-22

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	Bristol Free School
Number of pupils in school	1167
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S King
Pupil premium lead	S King
Governor / Trustee lead	A-M Boyle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,820
Recovery premium funding allocation this academic year	£29,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£238,470

## Part A: Pupil premium strategy plan

### Statement of intent

#### Challenges

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

Challenge number	Detail of challenge
1.	Impact of Pandemic has been most significant on disadvantaged students.
2.	Lower KS2 attainment in every year group for disadvantaged students
3.	Lack of appropriate space to focus, revise and complete work outside of school environment
4.	Higher proportions of disadvantaged families with emotional and social needs
5.	Low attendance impacts negatively on learning
6.	Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature
7.	Lower literacy skills and less reading for pleasure
8.	New staff starting in school are going to need swift induction to our standards. These colleagues will need time to embed.
9.	New teachers will not know disadvantaged students. Lack of knowledge, understanding and relationships with these students could make an internal barrier.

#### 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

## 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: £86,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy and numeracy early to give students full access to the curriculum over time.	BFS aims to identify and address academic and disadvantage gaps from Year 7. The allocation of resources are focused on early intervention with a focus on improving the quality of reading, oracy and writing as this unlocks the curriculum as disadvantaged students journey through the school.	Access to curriculum and confidence
Accelerating progress for examination groups and developing cultural capital across curriculum to increase uptake into the sixth form and support destinations.		

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

Budgeted cost: £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader intervention to boost reading ages and curriculum access	TAs are often not utilized to maximize the learning of PP/SEND students. Accelerated reader has a positive effect in EEF evidence and should significantly narrow PP gap. BFS is committed to work with Bristol schools on the DELTA project that develops best practice for TA deployment to maximize outcomes for disadvantaged students.	Lower KS2 attainment in every year group for disadvantaged students. Lower literacy skills and less reading for pleasure
Increasing the impact of TAs and in class support to boost students' progress		

### Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP attendance tracking and early intervention with families	Disadvantaged students with attendance below 90% are a key underperforming and addressing this issue was an Ofsted target March 2018 for the school.	Low attendance impacts negatively on learning
Support with trips/uniform etc. to make students comfortable in school and boost attendance		

### Wider strategies (Engagement)

Budgeted cost: £82,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase extra-curricular offer and increase participation rates of disadvantaged students.	BFS has lower uptake of extra-curricular from disadvantaged students which is a key focus for the school. Many disadvantaged students also have other vulnerabilities like SEMH and ACEs which impacts on their ability to thrive in school and beyond.	Higher proportions of disadvantaged families with emotional and social needs. Lack of cultural capital and experience impeding ability to contextualise learning
Instigate improved behaviour support plans to help students struggling with emotional and mental health.		

**Total budgeted cost: £239,500**

## 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.

Initiative	Intended outcome	Impact	Evaluation
Narrow Attainment Gap - Pupil Premium First Teaching	Improved P8 2020 to 0. In year narrowing of attainment gap	The estimated internal progress score from 2019 residuals indicated the gap may have widened due to the time out of school. In Year narrowing attainment gap Estimate 75% PP on track Estimate 25% PP below track	March 2020 lockdown disproportionately impacted four PP students who had disproportionate impact on estimated progress score. In other year groups we undertook thorough monitoring and engagement of PP cohort during lockdown.
Increase number of PP students attending BFS Sixth Form	Increase the number of PP students studying at BFS Sixth Form from 2% to 10% in Sept 2021	10 applications have been received from PP students, which would meet our internal 10% target but awaiting Sept 21 to confirm.	Changes in application process removed barriers for PP students. NPQSL project focused on the mentoring of these students which has an impact. Adding a few more BTEC/A level courses also enhanced PP number of applications. A potentially positive outcome.
Narrowing the gap in KS3. Greater PP focus and tracking of KS3	AHT KS3 keeps a careful eye on PP gap using internal data and identifies the specific barriers for those students. More tracking and monitoring of student progress to address gaps/issues early.	Restructure of AHT KS3 in place. Close monitoring and interventions in place. Impact data still limited. Improved Y7 transition tutor groupings etc.	During lockdown Laptops issued to all PP students as priority. PP students invited into school if engagement issues presented. Academic mentoring and the National Tutoring Programme accessed in term 4 ongoing. Move to more mixed ability setting.
Catch Up 7 class	To support Y7 transition for the most vulnerable PP/SEND learners. Narrow attainment gap in reading, literacy and numeracy. Support students with SEMH needs and develop a more personalised curriculum.	Despite lockdown we were able to provide face to face teaching to this group. Reading scores have improved by an average of 1 year since arriving. All have made better progress than similar cohort in older year groups.	Less transition points and greater continuity of teacher has meant students' needs can be met. TA deployment has been more effective. Learners families have been fully supportive. Effective transition back into their regular classes with targeted interventions is the next step.
Year 11 SEND/PP personalized support.	Ensure most vulnerable PP do not become NEET and have appropriate next steps for them.		Personalised timetables with TA support put in place Personalised CIAG and all have college places next year.

Accelerated Reader and reading interventions Including an appointment HLTA AR coordinator.	Ensure all Year 7 and Year 8 reach at least RA 12 years by end of scheme. Being 'GCSE ready'.	AR scheme launch Sept 20. Some success but lockdown impacted. AR coordinator is adding capacity to this initiative.	Patchy progress due to lockdown. Involving English lessons and tutors is strengthening the scheme. PP parent engagement with scheme is the next stage.
Literacy interventions.	To narrow attainment gap with identified PP/SEND learners by providing academic literacy through small groups.	Sessions took place regularly when school was open. Engagement and progress good. Awaiting end of year impact data for Y8 and Y9.	These sessions are well taught by teachers and HLTAs. They link with English curriculum. We will continue this provision next year as ethos indicators and family feedback is very positive.
Attendance Casework for Persistent Absence.	Reduce the number of PP students who become below 90% attendance in a school year.	PP persistent absence has not improved. KS3 and KS4 PP cohort attendance 86.17% end of April 21.	The attendance team has been restructured because it was not having enough impact. Now consists of one Attendance officer and using LA professional EWO services.
THRIVE practitioner, BEHAVIOUR SUPPORT STAFF and ELSA practitioner.	Supporting root causes of poor attendance through SEMH support.	Referral process in place and qualified practitioners running programmes. Impact still hard to measure due to lockdown.	The lockdown has caused more students to need mental health and SEMH support. It is still an early stage for the school to evaluate impact of these initiatives, although SEMH/ACEs is a significant barrier for several PP learners.
Increase the PP engagement in extracurricular and enrichment opportunities.	Develop BFS promise an inclusive programme of enrichment ALL learners will access. This will be tracked.	Very little progress has been made to this objective. Peer to peer mentoring had to be abandoned along with other initiatives started in 2019/20.	The pandemic made such activities extremely difficult.
	Ensure the extra-curricular menu reflects interests of the diverse community of BFS.	Music, sport and enrichment activities were provided remotely. 22% engagement of PP cohort.	Some progress but still an area of significant development moving forward.

### Externally provided programmes

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

Programme	Provider