



## BFS - Pupil premium strategy statement: Academic Year 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

Please note that although this plan is for the year 23.24 and review for 22.23, our pupil premium strategy is a 3 year plan (22-25).

### School overview

Detail	Data
School name	Bristol Free School
Number of pupils in school	Total 1281 Y7-11 = 1029 Y12 13 = 252
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-24
Date this statement was published	Oct 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	S King
Pupil premium lead	J Fernandes
Governor / Trustee lead	A-M Boyle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,915
Recovery premium funding allocation this academic year	£46,644
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	£221,559

## Part A: Pupil premium strategy plan

### Statement of intent

Irrespective of socio economic background; Bristol Free School believes that every child has the right to access opportunities that will allow them to make the same future learning and career choices as their peers. The pupil premium strategy this academic year has been written in the knowledge that the pandemic has widened the gap between pupil premium and non-pupil premium students nationally and that although disadvantaged students at the school performed better than national statistics suggest they did in other secondary schools, their performance still does not match the performance of non-disadvantaged students at the school. The school acknowledges that there is no single project that will combat this issue and that the programme of support for PP students must be personalised to suit a child's personal circumstances and needs.

The school's main focus remains on quality first teaching and then on the selection of evidence based approaches to improve the life chances of our disadvantaged cohort. Research shows that quality first teaching is the most important lever that will have the greatest impact on the outcomes of all pupils, particularly the disadvantaged. In order to overcome any potential barriers and equip pupils with the 'powerful knowledge,' investment in professional development, training and support for early career teachers as well as recruitment and retention of all staff will be integral in consistently implementing the school's ambitious curriculum. Our focus on cognitive science and memory recall will assist our endeavours to ensure that students have a focused and efficient education.

Children have experienced social and emotional hardship over the last three years and we have found that they need extra support to overcome these barriers to learning. Our investment in our PLUS team and in mental health and wellbeing is, we feel, the reason that many students have met their targets at KS4. We will continue to ensure that this provision is supported and promoted.

Our three year plan is intended to narrow the gap between disadvantaged and non-disadvantaged students and ensure that all students make good progress. The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money. Ongoing student assessment, feedback (including student voice) and communication with parents will be used to ensure that our strategies are the correct ones.

### Challenges

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

Challenge number	Detail of challenge
1.	PP students with literacy levels below age expected levels
2.	PP students with numeracy levels below age expected levels
3.	Lack of appropriate space to focus, revise and complete work outside of school environment
4.	Disadvantaged families particularly with social and emotional needs do not fully engage with the school
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

### 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
Narrow Gap at KS3 so PP students equipped for GCSE years	Gap in Year 7 – 9 to reduce so 85 -90% PP making expected progress.
Reduce gap between Non-PP and PP literacy levels – particularly reading, oracy and writing	97% Y7 and Y8 PP reach 12 years reading age. Reading time built into the curriculum KS3 to KS5 Tracking of reading history.

	Lesson observations and monitoring show teachers engaging PP students in oracy and talk for write strategies.
High proportion of PP Y11 making positive P8	50% and above of PP Y11 with positive P8
Increased uptake to BFS Sixth Form	Over 15 PP students meeting entry requirements to BFS Sixth Form.

## 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: £72,000

Activity	Evidence that supports this approach from the Education Endowment Fund Toolkit	Challenge number(s) addressed
1. Homework/independent study culture support by digital software and after school clubs KS3 and KS4 – staffed by cover supervisors and UPS staff	Extending school day	1, 2 and 3
2. Oracy whole school initiative with Voice 21 – developing talk to read and write strategies to improve comprehension from academic text	Oral Language Intervention Reading comprehension strategies	
3. Retrieval practice embedded into all lessons - using grids, interleaving and quizzing	Meta- cognition and self regulation +	
4. Benchmarking at start of Y7 to create small nurture English and maths groupings to narrow gap in Y7 and Y8	Smaller class size Oral Language Intervention	
5. In Y11 and Y10 additional groups and class support given to English and maths PP students who have fallen behind	Meta- cognition and self-regulation	
6. Development of TEAMS curriculum to provide a keep them up and catch them up for PP students in English, maths and science	Aspiration Intervention	
7. 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: £30,000

Activity	Evidence that supports this approach from the Education Endowment Fund Toolkit	Challenge number(s) addressed
<p><b>1. Accelerated Reader Programme – Year 7 and Year 8</b></p> <ul style="list-style-type: none"> <li>Dedicated HLTA who manages the AR programme – linking with English department, tutors and parents/carers</li> <li>Termly data tracking of reading ages linked to reading interventions with sixth form students and TAs</li> </ul>	Accelerated Reader adds + 3months and more to progress.	1 and 6

<ul style="list-style-type: none"> <li>• Dedicated English lesson once a fortnight to support AR programme and ensure PP learners are being exposed to a rich reading culture to boost cultural capital</li> <li>• Reading groups which talk about a commonly read book and are read aloud to.</li> </ul>		
---	--	--

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach from the Education Endowment Fund Toolkit	Challenge number(s) addressed
<b>1. Attendance Interventions PP in persistent absence</b> <ul style="list-style-type: none"> <li>• Increased hours and focus on PP students below 90% - use of attendance officer and year leaders</li> <li>• Improved communication and adjustments with PP families and the consequences of not attending regularly</li> <li>• Earlier contact with families to develop attendance support plans</li> </ul>	Attainment evidence shows that students who attend school above 95% of sessions do statistically better than those lower than 95%  Parental engagement	5 and 6
<b>2. Development of BFS promise to provide supported trips and cultural experiences</b> <ul style="list-style-type: none"> <li>• Tracker from Y7 and Y13 ensuring all PP access a range of non means tested cultural experiences</li> </ul>	Arts participation and cultural activities increase progress by up to = 3 months	
<b>3. Support with trips/uniform etc. to make students comfortable in school and boost attendance</b>		

### Wider strategies (Engagement)

Budgeted cost: £103,000

Activity	Evidence that supports this approach from the Education Endowment Fund Toolkit	Challenge number(s) addressed
<b>1. Increase extra-curricular offer and increase participation rates of disadvantaged students.</b> <ul style="list-style-type: none"> <li>• Improved tracking and feedback about extra-curricular offer and target all students to attend at least 1 activity a week.</li> <li>• Buy in staffing to increase range of extra-curricular</li> <li>• Track the PP families who have SEMH needs and put on a support</li> </ul>	Parental engagement  Behaviour strategies	4 and 6

<p>programme that will support them. Use the Success Together strategy to provide parent/carers guidance and support on a range of issues families may encounter when raising teenagers – link with external agencies</p>		
<p>2. Involve parents and students with behaviour support plans to help students struggling with emotional and mental health.</p>		

**Total budgeted cost: £233,000**

## 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 2022 to 2023 academic year.

Initiative	Intended outcome	Impact	Evaluation
Narrow Gap at KS3 so PP students equipped for GCSE years	Gap in Year 7 – 9 to reduce so 85 -90% PP making expected progress.	Evidence from Stages data shows a 5% or less gap at KS3 between PP students and their non-disadvantaged peers. English all learners below expected progress at KS3.	Continue to review PP progress and ensure that robust interventions are put in place after key assessment points so that gaps do not widen.
Reduce gap between Non-PP and PP literacy levels – particularly reading, oracy and writing	97% Y7 and Y8 PP reach 12 years reading age. Reading time built into the curriculum KS3 to KS5 Tracking of reading history. Lesson Obs and monitoring show teachers engaging PP students in oracy and talk for write strategies.	AR data shows 90% Y7 and Y8 reach 12+ year. KS5 support reading has provided a positive environment for students to share and develop a love of reading. Stage two of our Oracy project will begin in academic year 23-24.	EAL students have patchy profiles, and 7 SEND PP still not meeting target. Continue to involve our growing Sixth Form in supporting students with gaps. Staff CPD will continue to support oracy as a key strategy for closing the gap
High proportion of PP Y11 making positive P8	50% and above of PP Y11 with positive P8	Partially met with PP progress similar to that achieved in 2019	16 PP positive P8 score out of 40 PP in cohort 11 above cohort avg of 0.42
Increased uptake to BFS Sixth Form	Over 15 PP students meeting entry requirements to BFS sixth form	16 Students from disadvantaged backgrounds went on to further study at BFS Sixth Form	At least three other students met the requirements but chose to complete their Post-16 studies elsewhere.

### 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
Accelerated Reader	Renaissance Learning
Seneca Learning	Seneca Learning
Study Buddy	
Dr Frost Maths	
Edukey	

## Intended outcomes 22-23 - May 23 review

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	May 2023 Review
Narrow Gap at KS3 so PP students equipped for GCSE years	Gap in Year 7 – 9 to reduce so 85 - 90% PP making expected progress	Across all subjects 61.4% making expected progress to date. This does not include the end of year exams which give a final stage. Maths is 50% at expected progress. English 44% they do longer assessments
Reduce gap between Non-PP and PP literacy levels – particularly reading, oracy and writing	97% Y7 and Y8 PP reach 12 years reading age Reading time built into the curriculum KS3 to KS5 Tracking of reading history. Lesson Obs and monitoring show teachers engaging PP students in oracy and talk for write strategies.	AR data shows 90% Y7 and Y8 reach 12+ year.
High proportion of PP Y11 making positive P8	50% and above of PP Y11 with positive P8	32% 2023 cohort making above 0 for P8.
Increased uptake to BFS Sixth Form	Over 15 PP students meeting entry requirements to BFS sixth form	16+ still need to meet entry requirements
PP attendance for 2021-22 was 84.7% (against whole school 91.9%)	Improved attendance – greater than 90% and reduced gap. Whole school target attendance remains 96%.	PP attendance 87.98% Bristol whole school average 87.22% Whole School Nation 89.9%