

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Biddenham International School
Number of pupils in school	1131 (7-11)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Eleanor Grylls
Pupil premium lead	George Foy
Governor / Trustee lead	Carole Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£369,078
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£369,078

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all Biddenham students, irrespective of their background or the challenges they face:

- Are supported and well cared for.
- Make good progress and achieve high attainment across the curriculum regardless of their starting point.
- Have access to opportunities allowing them to progress as individuals, extend their learning and develop their cultural capital.
- Receive quality first teaching

We strive to enhance and enrich the lives of all our students, allowing them to make the most out of their time in education. We encourage students to open their minds and transform their lives by offering outstanding learning opportunities both within and beyond the curriculum, instilling an appreciation that there are no limits to what they can achieve and developing the relevant attributes students require to adapt and respond to the world of the future.

At the heart of our use of pupil premium spending is the need to remove barriers to our disadvantaged students. At Biddenham, we understand that every student is unique and therefore needs and costs will differ depending on the barriers the individual faces. As such, we do not allocate a personal budget for eligible students and (when appropriate) provide funding for whole class approaches which benefits eligible and non-eligible students alike. This approach allows us to focus on the barriers directly, tailor our interventions and allocate a budget accordingly.

Our priorities are as follows:

- ensuring all students receive quality first teaching in every lesson
- reduce the attainment gap between disadvantaged students and their peers, ensuring progress levels of students in receipt of pupil premium funding exceed the average for all students nationally.
- providing targeted support for students who are not making the expected progress, particularly improving attendance of students with lower /middle KS2 attainment.
- addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Monitor the attainment and progress of disadvantaged students within subject areas/year groups and ensure that interventions and resources are deployed effectively.

Challenges

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

Challenge number	Detail of challenge
1	Ensure P8 levels of disadvantaged students exceed the average for all students nationally.
2	Year 11 cohort specific - Improve attendance of students with lower /middle KS2 attainment.
3	Students unable to access the full curriculum due to limited reading, proficiency, oracy, writing skills.
4	Identification and monitoring of disadvantaged students at subject level for interventions to be made during lessons.
5	A need (for some) for students to work hard, attend regularly and aspire to succeed.
6	Disadvantaged students need further support when selecting post 16 education or training providers, prior to leaving Biddenham
7	Low attainment and progress of disadvantaged white british students

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
Ensure P8 levels of disadvantaged students exceed the average for all students nationally.	<ul style="list-style-type: none"> Meet or exceed the expected national target of 0. National P8 score for Disadvantaged students in 2023 was -0.57
Year 11 cohort specific - Improve attendance of students with lower /middle KS2 attainment.	<ul style="list-style-type: none"> Attendance for PP students increases in line with the national average. Ensuring greater access to a wider variety of progression routes.
Develop students' reading, oracy and writing skills in order to fully access the curriculum	<ul style="list-style-type: none"> Improved reading ages across all years allowing greater access to the curriculum leading to improved outcomes.

	<ul style="list-style-type: none"> ● Students better prepared for the rigours of examinations. ● Students are able to articulate themselves more fluently, thus preparing them for the world outside of school.
Monitor the attainment and progress of disadvantaged students within subject areas/year groups and ensure that interventions and resources are deployed effectively.	<ul style="list-style-type: none"> ● Increased awareness of disadvantaged students allowing for personalised provision. ● Assessment data used effectively to inform teaching and identify gaps in learning. ● Subject specific interventions adapted for students' needs.
To develop a culture where students work hard, attend regularly and aspire to succeed.	<ul style="list-style-type: none"> ● Improvement in attendance figures, particularly in the 85 - 95% bracket. ● Reduction in the number of persistent absentees. ● Achievements celebrated through the increased use of praise leading to more motivated students
Endeavour for all Year 11 disadvantaged students to have a suitable post 16 education or training provider in place prior to leaving Biddenham.	<ul style="list-style-type: none"> ● All students have received a 1:1 careers appointment with information, advice and guidance offered. ● 0 NEET students
Improve the attainment and progress of disadvantaged white British and boys	<ul style="list-style-type: none"> ● Disadvantaged Boys P8 score to meet or exceed 0 ● Disadvantaged White British P8 score to improve to 0

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: £141,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching</i>	Research into the difference a highly effective teacher makes to students' progress shows this is the most valuable tool in narrowing the gap	1, 2, 3, 4, 5, 6, 7
<i>Additional in lesson support</i>	<ul style="list-style-type: none"> Additional staff working with disadvantaged students. EEF research into impact of one-to-one tuition Specialist staff employed to support the learning needs of students with English as an additional language. 	1, 2, 3, 4, 5, 6, 7
<i>School Data Managed</i>	CPD training for all line managers. Ongoing analysis of attendance data to support interventions.	2, 4

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

Budgeted cost: £139,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition and small groups	EEF research into impact of one-to-one tuition	1, 2, 3, 6, 7
SAM Learning	EdTeach impact review of SAM Learning SAM Learning independent review. EEF report on effective use of Digital technology to improve learning.	1, 2, 3, 7
<i>Careers advice and support</i>	Research shows that different socioeconomic groups have similar	6

	levels of aspiration for the future and differences in participation in HE are largely driven by academic attainment. EEF report on aspirational interventions and their impact.	
<i>Wellbeing and emotional needs (Sanctuary)</i>	Increases in self-confidence and self-esteem leads to improved outcomes. Impact of pupil behaviour and wellbeing on educational outcomes.	1, 2, 3, 6, 7
<i>Inclusion Room</i>	Targeted learning (academic and behavioural) support aimed at improving behaviours, attitudes to learning etc. Supported by EEF research into one-to-one tuition and DoE 2016 report on attendance impact on outcomes.	1, 2, 3, 4, 5, 6, 7
<i>Enhanced pastoral support (Additional AHOYs)</i>	EEF research into impact of effective self regulation on outcomes	1, 2, 3, 4, 5, 6, 7
<i>Peer to peer support sessions with P16 students</i>	Students with raised aspirations through working with role-models have improved outcomes	5
<i>February & Easter additional revision/ coursework sessions (targeted students)</i>	DfE study and support for Summer Schools. Evidence suggest that students benefit from 'summer schools', where activities are well-resourced, small group or where one to-one academic approaches are used.	1, 2, 3, 6, 7

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

Budgeted cost: £88,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Students provided with chromebooks</i>	<ul style="list-style-type: none"> Students able to access VLE platforms and complete homework/ additional tasks at home where otherwise they might not have had access to a device. EEF report on effective use of Digital technology to improve learning. Prepares students for digital demands of the future. 	1, 2, 3, 6, 7

	<ul style="list-style-type: none"> Enhances collaboration and connection among peers 	
<i>Revision Guides</i>	Feedback from students who have benefitted from having these resources at home throughout their course Linked to impact of homework - EEF report on homework.	1, 2, 3, 6, 7
<i>SISRA</i>	<ul style="list-style-type: none"> Sisra Analytics is used to ensure that all students are being challenged and making the best possible progress. Staff that understand the levels of their students are able to tailor their teaching to address gaps in knowledge and deliver quality first teaching. 	4
<i>Ready, Respect, Reward (Class charts)</i>	Access to rewards can increase self confidence and self-esteem, which can lead to improved outcomes when partnered with academic approaches	5
<i>Attendance focus</i>	<ul style="list-style-type: none"> DoE report on improving school attendance and impact. Vulnerable students and their families do not always value school attendance as highly as their peers. When they are absent, vulnerable students can often find it difficult to catch up on their work upon return to school. Students with good attendance have better outcomes than those whose attendance is below average DoE report on link between absence and attainment 	5
<i>Support with trips, uniform etc.</i>	<ul style="list-style-type: none"> Participation in sporting and cultural events increases self-confidence and self-esteem which leads to improved outcomes Students will have an increased sense of belonging and having the correct equipment/kit will support good behaviour for learning 	5

<i>Unifrog</i>	Unifrog is a user friendly platform that supports students with academic/career choices supported by teachers and support staff to manage student progression with their education.	6
<i>National breakfast program</i>	<u>The effects of breakfast on behaviour and academic performance in children and adolescents.</u> <u>National library of medicine report on effects of breakfast on behaviour and performance.</u>	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £369,078.00

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.

Pupil Premium Impact and Evaluation School Year - 2022/2023



COSTS:	Amount
Pupil premium funding allocation this academic year	£365,127
Recovery premium funding allocation this academic year	£70,664
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£435,791

- Ensure P8 levels of disadvantaged students exceed the average for all students nationally.

Expenditure category	Amount Allocated	Details	Evaluation
Staffing costs	£138,888	<ul style="list-style-type: none"> • The school is committed to improving standards for those children who qualify for the Pupil Premium therefore we have ever decreasing class sizes. • Teaching assistants utilised to support whole classes. 	<ul style="list-style-type: none"> • Class sizes are smaller for lower ability students which allows greater differentiation. • Teaching assistants utilised to support with whole classes and individual students • Target of Pupil premium students either meeting/ exceeding national (-0.45 in 2019) met with PP students at Biddenham achieving a P8 score of -0.05.

			<ul style="list-style-type: none"> • Increase in P8 score (for disadvantaged students) from 2019 to 2023 from -0.17 to -0.04 • October, February and Easter revision sessions returned after two years of cancellation due to covid. PP students were targeted to attend these sessions as part of department Raising Achievement Plans. • Additional teaching time for classes in all subjects through specialist teachers
1:1 tuition and small groups	£9,638	<ul style="list-style-type: none"> • Additional tuition to targeted groups to improve progress. 	<ul style="list-style-type: none"> • Extension of the tuition programme from Connelly foundation. After the end of their placements (May 2023) Biddenham employed the tutor directly to continue running sessions till the end of July. • Targeted sessions with Year 11's run but Core HODs working with boundary leapers. Heavily disrupted due to staff cover, especially Dec, Jan & Feb. • 100% of PP students were signed up to Unifrog and received 1:1 careers appointments. Awaiting NEET data from Bedford Borough.
Students provided with chromebooks	£48,264	<ul style="list-style-type: none"> • All disadvantaged students are provided with a chromebook for use at both school and home to support their learning. • 352 chromebooks funded at a cost of £222 per student. 	<ul style="list-style-type: none"> • During school closures students were able to access virtual lessons. • Used during lessons as an additional teaching resource • Access to Google classroom and other online learning platforms such as SAM learning, GCSE pod etc.
GCSE Pod	£3,503	<ul style="list-style-type: none"> • Three year access to online software package to support teaching, help assess, monitor and engage students throughout KS3/4 and into KS5. 	<ul style="list-style-type: none"> • Overall coordination of admin support, progress tracking, in class support and additional interventions.
<ul style="list-style-type: none"> • Year 11 cohort specific - Lower attainment and progress of disadvantaged Girls in Maths and Boys in English. 			
Expenditure category	Amount Allocated	Details	
Revision Guides	£841.00	<ul style="list-style-type: none"> • Year 11 students are provided with the revision guides for their weakest subjects. 	<ul style="list-style-type: none"> • 190 revision guides handed out to previous year 11's • 77 revision guides handed out to year 10
Additional in lesson support	£4,200	<ul style="list-style-type: none"> • Additional staffing in English, Maths and Science lessons. 	<ul style="list-style-type: none"> • Increased awareness of pupil premium students with staff by including pupil premium students as a key focus group. • Progress for girls in Maths increased from -0.41 in 2019 to -0.31 in 2023 • Progress for boys in English increased from -0.79 in 2019, -0.33 in 2022 to -0.28 in 2023.
123 Maths subscription	£715	<ul style="list-style-type: none"> • Maths specific program for lower ability PP students 	
<ul style="list-style-type: none"> • Students unable to access the full curriculum due to limited reading, proficiency, oracy, writing skills. 			

Expenditure category	Amount Allocated	Details	
Increased staffing	£119,387	<ul style="list-style-type: none"> Additional staff working with disadvantaged students Specialist staff employed to support the learning needs of students with English as an additional language. 	<ul style="list-style-type: none"> EAL manager employed to have a strategic overview for our PP/EAL students. Specific EAL sessions delivered with a view to enabling students to better access the curriculum. Three part time bi-lingual TAs 2 x 33 hours per week term time only and 1 x 19.5hrs per week term time only Data tracking of EAL pupils
Achievement Centre	£28,119	<ul style="list-style-type: none"> 1:1 support through the Inclusion Room for students at risk of exclusions focusing on prevention. Pastoral support from assistant heads of year. Tracking of students. 	<ul style="list-style-type: none"> The Inclusion Room has had a positive impact on the behaviour at school and reduced the amount of suspensions.
<ul style="list-style-type: none"> Identification and monitoring of disadvantaged students at subject level for interventions to be made during lessons. 			
Expenditure category	Amount Allocated	Details	
SISRA	£1495	<ul style="list-style-type: none"> Data package provided to support staff to analyse the underachievement of pupils and target interventions 	<ul style="list-style-type: none"> Staff training delivered Supporting quality first teaching with better understanding of groups.
School Data Managed	£6000	<ul style="list-style-type: none"> Additional support to analyse the underachievement of pupils and to analyse any patterns and target interventions 	<ul style="list-style-type: none"> Detailed analysis of sub groups within PP groups. Identification of focus areas and specific key characteristics.
<ul style="list-style-type: none"> A need (for some) for students to work hard, attend regularly and aspire to succeed. 			
Expenditure category	Amount Allocated	Details	
Ready Respect Reward	£1,148	<ul style="list-style-type: none"> Promoting positive attitudes through the use of rewards 	<ul style="list-style-type: none"> Positive postcards Classcharts house points rewards system. Students receive house point monetary value. (rubbers, highlighters etc)
Attendance focus	£5,729 £6,005	<ul style="list-style-type: none"> Additional support staff to focus on attendance 	<ul style="list-style-type: none"> -85% (36 students) focused attendance has seen an increase from -1.97 in 2019 to -0.56 in 2023. 85-95% (21 students) focused attendance has seen an increase from -0.05 in 2019 to 0.31 in 2023

		<ul style="list-style-type: none"> Class Charts 	<ul style="list-style-type: none"> +95% (10 students) focused attendance has seen an increase from -0.14 in 2019 to 0.63 in 2023. Attendance headlines being shared with staff on a weekly basis. Additional staff working within the attendance department. Support persistent absentees to reduce the number of lessons missed and increase academic performance
Support with trips	£2,103	<ul style="list-style-type: none"> Support for parents/ carers with costs of educational trips 	<ul style="list-style-type: none"> 25 students able to attend RAF Cosford trip - History 1 x student able to attend Workskills trip - Workskills 4 x Thorpe park Business trip - Business 11 x Knitting and stitching show - Textiles. 9 x Residential West Runton - Geography 9 x Silverstone trip - DT
Support with uniform/ equipment	£2,170	<ul style="list-style-type: none"> Support for parents/ carers with costs of educational resources 	<ul style="list-style-type: none"> Uniform provided for students in need. Chef whites for Food students. Art/ Graphic/ Textiles sketchbooks provided. Food containers provided for Food students
<ul style="list-style-type: none"> Disadvantaged students need further support when selecting post 16 education or training providers, prior to leaving Biddenham 			
Expenditure category	Amount Allocated	Details	
IAG support	£20,427	<ul style="list-style-type: none"> Specially trained staff will assist students with seeking suitable post 16 options and support any application. 	<ul style="list-style-type: none"> 1:1 careers appointments with specialist careers advisor.
Wellbeing and emotional needs	£30,714	<ul style="list-style-type: none"> Sanctuary centre available before, during and after school providing 1:1 support for students Additional support from external agencies working with disadvantaged students. 	<ul style="list-style-type: none"> The Sanctuary remains a positive 'safe' location for students with differing needs. Medical needs of students are met by a qualified member of staff Mental health needs of students are being supported through mentoring programmes. Anxiety support group. Student destinations supported through full time careers advisor..
Unifrog	£2,546	<ul style="list-style-type: none"> Software package to support Year 11 and 13 students with Post 16/18 destinations and careers Link to UCAS for those wishing to attend university Support with CV's 	<ul style="list-style-type: none"> 100% of PP students were signed up to Unifrog supporting them with Post 16 destinations.

- Low attainment and progress of disadvantaged white british

Expenditure category	Amount Allocated	Details	
Attendance focus	£	<ul style="list-style-type: none"> • Additional support staff to focus on attendance focusing on sub group 	<ul style="list-style-type: none"> • Below 85% - increase from -1.27 (Autumn) to -0.57 (end of year) (8 students) • 85-95% att - Increase from -0.75 (Autumn) to 0.12 • Above 95% - Increase from -0.47 (Autumn) to 0.57
1:1 tuition and small groups	£	<ul style="list-style-type: none"> • Additional tuition to this targeted group. • Weekend and holiday sessions run by subject specific staff. 	<ul style="list-style-type: none"> • Extension of the tuition programme from Connelly foundation. After the end of their placements (May 2022) Biddenham employed the tutor directly to continue running sessions till the end of July. • Targeted sessions with Year 11's run but Core HODs working with boundary leapers. Heavily disrupted due to staff cover, especially Dec, Jan & Feb. • 100% of PP students were signed up to Unifrog and received 1:1 careers appointments. Awaiting NEET data from Bedford Borough.
Total Expenditure - £435,791			

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
Bedford Blues 'Tackle Life' Program	Blues Foundation
Bedford Blue 'Be You' Program	Blues Foundation

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.