

Context of the school and its prior performance

School Metrics		Disadvantaged pupil performance overview for last academic year			
Metric	Data		PP	Non-PP	
Proportion of disadvantaged pupils	18.97%	Numbers on roll (Y7 - y11)	229	760	
Pupil premium allocation this academic year	187	Progress 8	-0.56	0.59	
Academic year or years covered by statement	2021-2022	Ebacc entry %	25.5%	59%	
Publish date	30-09-21	<i>Ebacc pass 5+ %</i>	14.9%	46.3%	
Review date		<i>Ebacc pass 4+ %</i>	21.3%	55.2%	
Statement authorised by		Attainment 8	40.45	58.23	
Pupil premium lead	S. King	Percentage 5+ in English and maths	31.9	58.2	
Governor lead	A. Boyle	<i>Percentage 4+ in English and maths</i>	55.3	82.1	

The main barriers to educational achievement faced by our disadvantaged students include:

External barriers	Internal Barriers
<ul style="list-style-type: none"> • Impact of Pandemic has been most significant on disadvantaged students. • Lower KS2 attainment in every year group for disadvantaged students • Lack of appropriate space to focus, revise and complete work outside of school environment • Higher proportions of disadvantaged families with emotional and social needs • Low attendance impacts negatively on learning • Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature • Lower literacy skills and less reading for pleasure 	<ul style="list-style-type: none"> • New staff starting in school are going to need swift induction to our standards. These colleagues will need time to embed. • New teachers will not know disadvantaged students. Lack of knowledge, understanding and relationships with these students could make an internal barrier.

Strategy aims for current disadvantaged pupils.

Learning: teaching priorities for current academic year

Measure	Activity
Initiative 1	Improving literacy and numeracy early to give students full access to the curriculum over time.
Initiative 2	Accelerating progress for examination groups and developing cultural capital across curriculum to increase uptake into the sixth form and support destinations.
Barriers to learning these priorities address	Access to curriculum and confidence
Projected spending	£86,500

Learning: targeted academic support for current academic year

Measure	Activity
Initiative 1	Accelerated Reader intervention to boost reading ages and curriculum access
Initiative 2	Increasing the impact of TAs and in class support to boost students' progress
Barriers to learning these priorities address	Lower KS2 attainment in every year group for disadvantaged students. Lower literacy skills and less reading for pleasure
Projected spending	£43,500

Other: Initiatives and actions to improve attendance

Measure	Activity
Initiative 1	PP attendance tracking and early intervention with families
Initiative 2	Support with trips/uniform etc. to make students comfortable in school and boost attendance
Barriers to learning these priorities address	Low attendance impacts negatively on learning
Projected spending	£27,000

Initiatives and actions to improve engagement including emotional and mental health

Measure	Activity
Initiative 1	Increase extra-curricular offer and increase participation rates of disadvantaged students.
Initiative 2	Instigate improved behaviour support plans to help students struggling with emotional and mental health.
Barriers to learning these priorities address	Higher proportions of disadvantaged families with emotional and social needs. Lack of cultural capital and experience impeding ability to contextualise learning.
Projected spending	£82,500

ACADEMIC YEAR

**Learning: teaching priorities for current academic year
SJS/JFS**

Staff Lead:

**Overview justification including barriers being addressed and research evidence e.g. EEF toolkit
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.**

Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
Narrowing gaps from Y7 – literacy and numeracy priority	The PP gap widens during secondary school. Narrowing it from Y7 will be more effective and support motivation and student esteem	AR integrated into English lessons. Tracking and whole school focus on QTS and teacher toolkit. Oracy project - developing confidence and thinking skills	Evidence gaps closing at the end of year. 80% PP students at expected rates of progress	SLT 0.1 FTE £8,000

Ensuring most able are making expected rates – support literacy and cultural capital	Setting the highest expectations for PP students. Some PP students can lack confidence and can be less ambitious	Appointment of progression leader to track and mentor students. Make links with subject teachers. Support applications to sixth form	Further increase in PP students enrolling into BFs sixth form	TLR 2a £3,500
Catch up 7 class – catching up literacy/numeracy gaps	Students who are over 2 years behind from primary have not be able to thrive in Y7 without focused support. These often come from a PP background.	To revisit primary gaps and induct into expectations of secondary school	Transition into year group from term 6. Students who have SEND have required support due to small nurture group setting	50% L2 teacher £17,500
24-7 Resource Bank – Teams – all subjects	Learners can access learning resources to respond to gaps and other circumstances that mean catch up needed	Create well organized resources bank which students use in school, at home and during interventions LAPTUPS provided for identified students	Evidence gaps closing at the end of year. 80% PP students at expected rates of progress	Time/inset/it support £6,500
Extra teaching groups in CORE	Year 11/10 PP behind in core due to covid. Reduce ratios for greater student support in GCSE English/maths	Regrouping and setting in Y11 and Y10 English and maths	Reducing PP and non PP gap in CORE subjects	0.6 English and maths teacher £51,000
Total budgeted cost:				£86,500

Learning: targeted academic support for current academic year
SJS/BH

Staff Lead

Overview justification including barriers being addressed and research evidence e.g. EEF toolkit 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.

Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
DELTA project – effective use of TAs	This project will enable staff to develop best practice when working in lessons with TAs	<ul style="list-style-type: none"> • Create an action research group • Meetings and research findings • Cascade best practice to all staff with TAs 	Increased progress in PP/SEND progress where DELTA project strategies being used.	BH/SENDCO time Additional costs £13,500 0.2 FTE SENDCo
Accelerated Reader	Creates a reading for pleasure culture that will stay with a child through their adult life	<ul style="list-style-type: none"> • Organise AR for Y7 and Y8 • Appoint a dedicated AR coordinator • Make links with English lesson in Y7 and Y8 • Engage with families • Create intervention classes and involve older students 	80% Y8 at chronological reading age – reach 12 years 6 months as the target	AR Coordinator £27,000 AR annual scheme costs £3,000
Total budgeted cost:				£43,500

Wider Strategies: initiatives and actions to improve attendance
DET

Staff Lead:

Overview justification including barriers being addressed and research evidence e.g. EEF toolkit

Disadvantaged students with attendance below 90% are a key underperforming and addressing this issue was a Ofsted target March 2018 for the school.

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Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
Attendance tracking and intervention - Casework	Being transparent and firm with attendance systems. Engaging families early if attendance concerns start. Using PCNs more frequently	<ul style="list-style-type: none"> • Clear system with triggers • Regular review meetings with YLs and DHT • Attendance improvement plans put in place and reviewed • Family visits 	PP persistent absent reaches national average. Gap between PP and non pp under 5%	Attendance officer 50% £12,000 BCC EWS support £3,000
Support with breakfast club, trips, equipment, uniform, school resources etc	No barrier to accessing basic expectations. School fully inclusive	<ul style="list-style-type: none"> • Promote how students/families can access this support • Students dignity is maintained and they attend regularly. 		Up to £12,000
			Total budgeted cost:	£27,000

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Wider Strategies: initiatives and actions to improve engagement including emotional and mental health Lead: DET					Staff
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit					
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.					
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend	
Increase extra-curricular offer increase participation	The uptake of extra-curricular for PP is much lower than Non PP. These enrichment opportunities will add to a student's cultural capital and personal development	<ul style="list-style-type: none"> • Student voice to see if menu fit for purpose • TLR holder appointments to develop arts participation and STEM clubs • Appointment of specialist staff and access to specialist facilities 	<p>All Y7 engage in one extra curricular</p> <p>Y8 – Y11 – up 70% PP students engaging in one aspect of extra-curricular</p> <p>At least 15% PP students in sport teams, musical events, competitions etc</p>	<p>TLR 3c x2 £7,500</p> <p>Further costing</p>	
Behaviour support plans - SEMH	At BFS higher proportion of PP students find themselves excluded from school. More strategies to support students with SEMH regulations and needs	<ul style="list-style-type: none"> • Development of a behavior support team – relationships and plans developed to support students • THRIVE and ELSA programme 	Reduced levels of PP students being excluded and being heavily represented in behavior sanctions	33% cost of that team £75,000	
Total budgeted cost:				£82,500	

PREVIOUS ACADEMIC YEAR SEPT 2019 - MARCH 2021

Total amount: £201,520

Learning: teaching for all

Initiative	Intended outcome	Impact	Evaluation	Cost
Narrow Attainment Gap - Pupil Premium First Teaching	Improved P8 2020 to 0. In year narrowing of attainment gap	NOT ACHIEVED The estimated internal progress score from 2019 residuals indicated the gap may have widened due to the time out of school. PARTIALLY ACHIEVED 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.	£28,000
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	PARTIALLY ACHIEVED 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 KS 3	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.	PARTIALLY ACHIEVED Restructure of AHT KS 3 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.	
Learning: targeted academic support				
Initiative	Intended outcome	Impact	Evaluation	Cost
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	ACHIEVED 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.	ACHIEVED	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'	PARTIALLY ACHIEVED 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	PARTIALLY ACHIEVED 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.	
Wider Strategies: initiatives and actions to improve attendance				
Initiative	Intended outcome	Impact	Evaluation	Cost
Attendance Casework for Persistent Absence	Reduce the number of PP students who become below 90% attendance in a school year	NOT ACHIEVED 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	PARTIALLY ACHIEVED 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.	
				TOTAL for all targeted interventions £166,000
Wider Strategies: initiatives and actions to improve engagement including emotional and mental health				
Initiative	Intended outcome	Impact	Evaluation	Cost
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.	NOT ACHIEVED 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	PARTIALLY ACHIEVED Music, sport and enrichment activities were provided remotely. 22% engagement of PP cohort	Some progress but still an area of significant development moving forward.	Total £26,000
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Review of expenditure from previous academic year

Covid Premium					
Quality of teaching for all					
Initiative	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Impact	Evaluation	Cost
CPD - Remote Learning Development	Seamless transition between home learning and learning within school	Remote learning needs to mirror as much as possible what would happen in school. Using a combination of live teaching, a quality resource bank and blended learning will not only support learning but support SEMH of all students.	All learners received access via teams. Laptops provided for vulnerable students. TAGs supported by strong student evidence	ACHIEVED	INSET Time

Knowledge Organisers	To support retrieval practice and review curriculum content taught during lockdown 1	There is a need to revisit and consolidate learning that took place during lockdown 1. The use of knowledge organisers is an evidence backed strategy for retrieval practice. These resources are a useful reference, flexible and can be used in a variety of way to support learning gains.	Development of 24-7 resource bank developed and will be used 21-22 academic year	PARTIALLY ACHIEVED	£2,500
Access to Laptops and Data - including technical support	End the Digital Divide	We are determined that lack of access to IT should not be a barrier to accessing remote education. Funding will used, but this ambition will be bolstered through community fundraising and laptop donation schemes to ensure all learners with IT access issues can be helped through loaning of a laptop or data provision.	Over 100 laptops issued to vulnerable learners and support given with access to school desktops and IT support with home owned devices	ACHIEVED	£2,500 – more spending
				Total budgeted cost:	£5,000

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Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Impact	Evaluation	Cost
Catch-up 7 Class	To accelerate the progress of selected Y7. To address the basic literacy and numeracy gaps.	Small group primary style teaching - support the SEMH issues that transition to secondary can bring about; Particularly in multiple vulnerability students. Teaching can be differentiated and personalised due to the class size and specific training of teacher delivering curriculum. One year trial 50% cost.	Ten Year 7 learners accessed provision. Two are now in a special school setting due to evidence this provision provided. Eight others have now graduated into Year 8 total inclusion	ACHIEVED	£17,000

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<p>Small group and 1:1 tuition in English, Maths and Science</p>	<p>To narrow attainment gap in English, Maths and Science</p>	<p>Sutton Trust research states 1:1 and small group academic interventions will add 4 -5 months of lost learning.</p> <p>This will be achieved through:-</p> <p>National Tutoring Programme:</p> <ul style="list-style-type: none"> • Academic Mentors deployed in Maths and Science £5k • SEND English tuition from the National Tutoring Programme £2.5k <p>Other Provision:</p> <ul style="list-style-type: none"> • Over staffing in Science teaching staff to allow for small group interventions £16k • HLTA literacy support in small groups £8k • 50% Cover teacher to facilitate release of teachers for specialist teaching to small groups £10k 	<p>Academic Mentors in science and maths provided small group withdrawal from Jan 21.</p> <p>30% improved their progress grade in EOY exams.</p> <p>60% student voice said beneficial.</p> <p>Teachers report better confidence and engagement when returned to class</p> <p>English tutoring was bought in with National Tutor programme and BFS staff.</p>	<p>PARTIALLY ACHIEVED</p>	<p>£41,500</p>
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Tailored Tuition Programme for targeted Sixth Form students	To mitigate disruption to learning experienced by those students in KS4 during Spring/Summer Lockdown	Deliver targeted tuition to selected students who have not achieved level 4 in one of the core subjects. This will be in support of their KS5 curriculum including vocational courses and EPQ work. Priority also given to SEND/multiple vulnerability students. Delivered through National Tuition Programme, additional P7 teaching and small group interventions.	This was not as successful – three students accessed. Tutors were not reliable due to staff turnover	NOT ACHIEVED	£1,500
Additional PE practical support	To support Y11 with their practical coursework requirements which now are individual sports	Mitigate the challenge of prohibition/severe restriction of contact sports with athletics as a sport for practical assessment. BFS will need to hire appropriate external facilities to enable students to access.	This was not needed due to further adjustment to NEA requirement	Not APPLICABLE	£1,000
50% cover for KS4 food classes	To enable GCSE students to carry on with their practical curriculum in a COVID secure way	These classes have a high proportion of PP, SEND and multiple vulnerable students so an investment in this vocational area of the curriculum will enable learners to access an engaging curriculum and develop the essential skills that are expected from studying this course.	This support the strong results in GCSE TAG process. Provided more food practical lessons for Year 10	ACHIEVED	£4,000
Total budgeted cost:					£65,000

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Impact	Evaluation	Cost
Sixth Form & KS4 Councilor	To provide professional SEMH support for growing levels of student anxiety	Response to increasing level of need. Proactive in this important area of student mental health and well-being. Supporting the development of coping strategies and building evidence for CAMHs referrals in the event that the students need further specialist, professional support	One day a week was provided for sixth form SEMH counselling (6 sessions per day). Very well used and will continue. Supported over 16 students.	ACHIEVED	£6,500
				Total budgeted cost:	£6,500

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