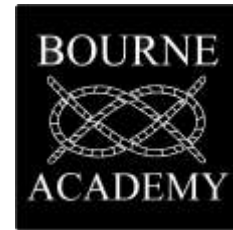


# Pupil Premium and Catch-Up Funding Review 2019/20



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## SUMMARY INFORMATION

The Pupil Premium Grant is additional funding provided by the Department for Education to support students who are financially disadvantaged. The grant provides funding for two main purposes:

1. To support raising the attainment of disadvantaged students of all abilities in order to reach their potential.
2. To support students with parents in the regular armed forces.

In the academic year 2019/20 Bourne Academy has received £209,440.

This number is calculated as follows

Disadvantaged Pupils	Number on Roll	Pupil premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	260	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care or, or provided with accommodation by, an English Local Authority	3	£1,900
Children who have ceased to be looked after by a Local Authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	£1,900

Service Children	Number on roll	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	44	£300
Pupils in years 7 to 11 recorded as Ever 6 FSM and Ever 6 service child	3	£1235

In addition to this the school received a further FSM Supplementary Grant of £3080. This relates to the roll of Universal Credit.

Schools have the freedom to spend the Pupil Premium, which is additional to the underlying schools budget, in a way they think will be best to support the raising of attainment for the most vulnerable pupils. The grant does not have to be spent completely in the financial year beginning 1 April, some or all may be carried forward to future financial years. It is also important to note that this funding is not ring-fenced and is not for individual children.

We take an individual approach to all our students including those who are eligible for Pupil Premium. We appreciate that the Pupil Premium label includes many different types of students from different backgrounds and seek to put in place personalised intervention to enable all students from a diverse range of background to reach their potential. However, we have also identified some common barriers to learning which are outlined below and which underpin our approach to Pupil Premium:

### **In-school barriers**

- Reading ages for all years are lower for a significant proportion of disadvantage students than other students
- Numeracy skills
- Aspirations and Career Pathways
- Disadvantaged students often join secondary school with lower academic standards than their peer group – ie there is already a gap in attainment on joining the school.

### **External barriers**

- Parental Support and Opportunities

The school is investing its Pupil Premium to make the maximum possible impact on the examination performance of those students covered by the Pupil Premium. This involves:

## HEADLINE FIGURES

2018/19 KS4 Outcomes for Pupil Premium

	Bourne Academy Disadvantaged	Bourne Academy All Students	National (Non-Disadvantaged)
Progress 8	+0.34	+0.59	
English Element of P8	-0.18	+0.02	
Maths Element of P8	+0.16	+0.40	
Ebacc Element of P8	+0.29	+0.62	
Open Element of P8	+0.85	+0.11	
Attainment 8	41.74	45.76	
Grade 4 or above in English & maths GCSE	50%	58%	
Grade 5 or above in English & maths GCSE	17%	30%	
Staying in education or entering employment	100%	100%	

*\*National Figures will be updated when they have been published*

## OFSTED SUMMARY REPORT

The following extract is taken from the latest school inspection, carried out in February, 2017.

*“Disadvantaged pupils continue to achieve well. Outcomes in 2016 matched those of their peers overall and in most subject areas including English, mathematics and science. You and your colleagues have worked hard to ensure that this is the case through a very effective and coherent intervention programme that supports learning taking place in the classroom.”*

## CURRENT PROGRESS OF PUPIL PREMIUM STUDENTS – KEY STAGE 3

The tables below outline the progress made by disadvantaged students in Years 7 to 9 (2017/18) across all curriculum subjects.

### Year Seven

Subject	Number of Students	AOL 1			AOL 2			AOL 3		
		Percentages Projected to Achieve GCSE Grades								
		4+	5+	7+	4+	5+	7+	4+	5+	7+
English	60	73	48	8	74	42	6	78	40	7
Maths	60	81	63	17	76	67	11	78	63	15
Science	60	73	35	0	74	30	0	75	33	3
Art	60	85	54	2	85	76	7	80	59	10
Drama	60	85	63	10	81	67	9	80	68	17
Geography	60	81	56	8	83	54	9	87	57	13
History	60	79	60	10	76	61	9	77	62	13
ICT	60	87	67	19	83	70	15	83	68	15
Music	60	81	65	12	81	65	7	80	67	10
PE	60	84	52	4	87	51	2	86	49	2
RE	60	75	46	6	75	49	6	80	51	12
MFL	47	97	64	10	95	44	5	94	43	9

	Targets	AOL 3 Actual
English 4+	73	78
English 5+	42	40
English 7+	7	7
Maths 4+	75	78
Maths 5+	41	63
Maths 7+	7	15

In Year 7 Pupil Premium students are achieving well across the curriculum. The school will be looking at forecasting methods relating to higher grades in certain subject areas.

## Year Eight

Subject	Number of Students	AOL 1			AOL 2			AOL 3		
		Percentages Projected to Achieve GCSE Grades								
		4+	5+	7+	4+	5+	7+	4+	5+	7+
English	54	76	49	2	81	56	0	81	54	0
Maths	54	90	61	10	91	61	7	87	57	7
Science	54	78	59	0	83	56	0	80	50	0
Art	54	84	65	4	85	67	11	89	69	4
Drama	54	92	65	10	91	67	15	85	65	19
Geography	54	88	59	14	87	63	11	89	63	11
History	54	90	65	0	89	70	2	89	67	4
ICT	54	88	78	4	91	80	6	91	76	6
Music	54	86	65	8	87	67	9	87	65	6
PE	53	84	49	2	87	50	4	87	53	9
RE	54	90	80	16	94	70	13	94	74	13
MFL	43	93	48	0	63	44	0	77	47	0

	Targets	AOL 3 Actual
English 4+	76	81
English 5+	48	54
English 7+	7	0
Maths 4+	87	87
Maths 5+	48	57
Maths 7+	3	7

It is encouraging to see that English and Maths are both on or above target for 4+ and 5+. English will look at forecasts for 7+

## Year Nine

Subject	Number of Students	AOL 1			AOL 2			AOL 3		
		Percentages Projected to Achieve GCSE Grades								
		4+	5+	7+	4+	5+	7+	4+	5+	7+
English	64	81	62	6	78	63	8	83	59	10
Maths	64	81	60	14	83	65	14	80	63	16
Science	64	75	49	0	78	48	0	72	48	0
Art	34	82	52	6	94	74	6	91	74	9
Drama	26	77	62	19	78	59	22	77	62	23
Geography	51	75	54	4	69	49	6	80	55	8
History	61	71	53	8	73	58	8	79	61	10
ICT	32	75	59	16	70	60	23	69	63	22
Music	15	85	62	8	73	60	7	73	60	7
PE	60	89	52	3	90	52	3	93	52	0
RE	61	76	61	5	78	63	19	80	66	25
MFL	20	95	80	10	95	85	10	85	80	10

	Targets	AOL 3 Actual
English 4+	80	83
English 5+	51	59
English 7+	8	10
Maths 4+	69	80
Maths 5+	48	63
Maths 7+	8	16

Pupil premium students performed well across the curriculum. It is particularly pleasing to note that promoting the Arts has paid off with students doing very well in these areas. Performance against targets in English Maths is strong with both subject areas above target. Certain subjects need to review forecasting at higher grades.

## CURRENT PROGRESS IN KEY STAGE 4

The tables below show the current progress of Pupil Premium students in Key Stage 4. In previous 2 years actual results have been within 2% of forecasts:

<b>YEAR 11</b>	Bourne Academy Disadvantaged	Bourne Academy All Students	National (Non-Disadvantaged – 2018/19)
Progress 8	+0.12	+0.56	
English Element of P8	-0.31	+0.04	
Maths Element of P8	-0.11	+0.37	
Ebacc Element of P8	+0.08	+0.51	
Open Element of P8	+0.58	+1.1	
Attainment 8	41.84	49.31	
Grade 4 or above in English & maths GCSE	61%	73%	
Grade 5 or above in English & maths GCSE	22%	41%	

*\*National Figures will be updated when they have been published. Year 10 below will be available after the first data collection.*

<b>YEAR 10</b>	Bourne Academy Disadvantaged	Bourne Academy All Students	National (Non-Disadvantaged – 2017/18)
Progress 8			
English Element of P8			
Maths Element of P8			
Ebacc Element of P8			
Open Element of P8			
Attainment 8			
Grade 4 or above in English & maths GCSE			
Grade 5 or above in English & maths GCSE			



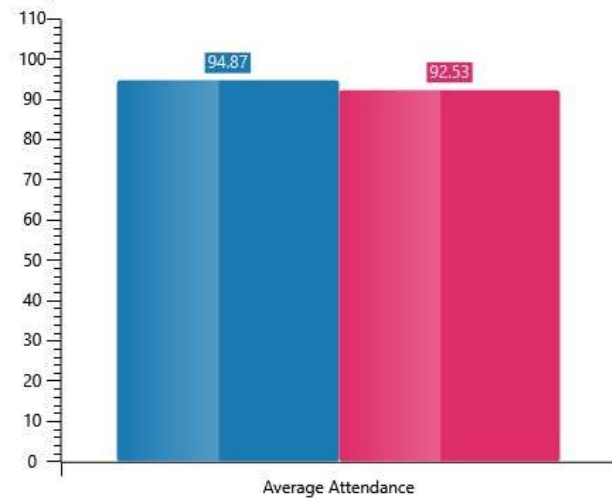
## ATTENDANCE, BEHAVIOUR AND EXCLUSIONS

There is a clear link between attendance and academic achievement. Consequently, maintaining high levels of attendance among Pupil Premium students is a key focus for the school.

The chart below shows the percentage attendance of all pupils and the Pupil Premium group for the academic year 2018/19

Whole school attendance [Last Year]

Average whole school attendance



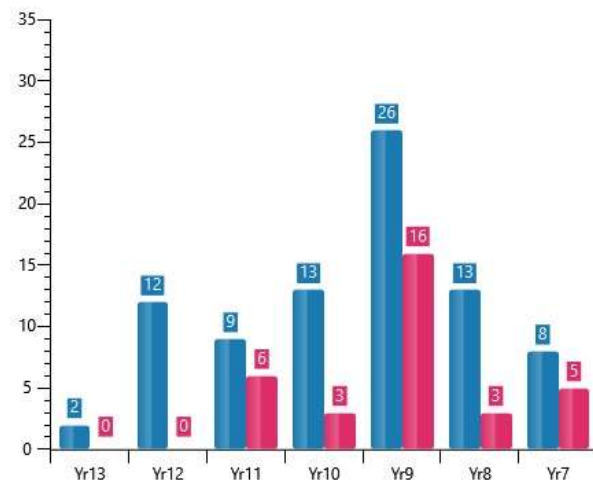
Pink – Disadvantaged Students

Blue – All other Students

The chart below shows the number of days that students were excluded by year group, for all students and the Pupil Premium group for the academic year 2018/19. The pastoral leads work to ensure that Pupil Premium students' behaviour is maintained and exclusions are kept to an absolute minimum.

Number of days excluded [Last Year]

A count of student exclusions



## **LITERACY AND NUMERACY CATCH-UP FUNDING**

The Literacy and Numeracy Catch-up funding gives school additional funding to support Year 7 students who did not meet the expected standards in English and/or Mathematics at Key Stage 2. The amount of funding the school receives is no longer calculated based on individual student performance but is proportional to the cohort size of the current Year 7.

For the academic year 2018/19 Bourne Academy received £24,357.

## **STRATEGY AND IMPACT OF CATCH-UP FUNDING**

### **Mathematics**

#### **Definition**

Students were identified as in need of catch up funding intervention if they achieved a KS2 score of less than 100 at the end of KS2 and in addition they also scored less than 100 in their GL baseline assessment for Mathematics on entry into Bourne Academy.

In the academic year 2018-19 this constituted 46 students.

#### **Intervention**

Catch up funding was used to create additional, smaller teaching groups in Mathematics for these students with lower prior attainment, meaning that the average class size for these students was 13 students per class compared with 28 per class for the rest of the cohort.

In addition, students who achieved results in the KS2 and baseline testing of between 90 and 99 received additional intervention during tutorial periods.

#### **Impact**

Of the students who received extra intervention 10 were above target at the end of Year 7, 31 were on target and 5 were below target.

## **English**

### **Definition**

Students were identified as in need of catch up funding intervention if they achieved a KS2 score of less than 100 at the end of KS2 in the English reading assessment and in addition they also scored less than 100 in their GL baseline assessment for English on entry into Bourne Academy.

In the academic year 2018-19 this constituted 46 students.

### **Intervention**

Catch up funding was used to create additional, smaller teaching groups in English for these students with lower prior attainment, meaning that the average class size for these students was 17 students per class compared with 28 per class for the rest of the cohort.

In addition, students accessed the Accelerated Reader programme on a weekly basis. Catch up funding was used to purchase additional texts for the programme for students who have below average reading on entry to the Academy.

### **Impact**

Of the students who received extra intervention 12 were above target at the end of Year 7, 29 were on target and 5 were below target.