

Bourne Academy Pupil Premium Statement 2017/18 -

‘Positive Action Group, also known as Disadvantaged Students and/or Pupil Premium.’

Pupil Premium is the name of the fund given directly to schools to support students who receive free school meals, who have been in receipt of free school meals in the last 6 years, who are in public care, or young people whose parents are members of the Armed Forces.

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.

In 2017/18 students in years 7 to 11 recorded as Ever 6 Free School Meals will receive £935, Looked After Children will receive £1,900 and Service Children will receive £300.

Bourne Academy received the following funding for the last two financial years:

| Financial Year | Amount of Pupil Premium Funding |
|-----------------------|--|
| 2015-16 | £187,000 |
| 2016-17 | £217,475 |

Bourne Academy has been received £214,000 to cover period April 2017 to March 2018.

The purpose of the funding is to ensure that these children and young people are not disadvantaged in any way in school due to financial constraints and to find ways to support them to do their best. The aim is to narrow the achievement gap between these students and their peers. It is the overarching aim of Bourne Academy that all children are given opportunities to reach their potential; Pupil Premium enables a range of intervention, support and enrichment activities to be funded for these young people.

| Pupil Premium Breakdown | | | | |
|--------------------------------|---------------|------|--------|--------------------------------------|
| | Total on roll | Male | Female | Total number of pupils who are on PP |
| Year 7 | 224 | 117 | 107 | 53 |
| Year 8 | 221 | 110 | 111 | 65 |
| Year 9 | 223 | 89 | 134 | 52 |
| Year 10 | 220 | 109 | 111 | 55 |
| Year 11 | 197 | 109 | 88 | 61 |
| Year 12 | 121 | 55 | 66 | 19 |
| Year 13 | 99 | 41 | 58 | 10 |

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 major 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

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:

Leadership - Pastoral / Pupil Premium Team:

Leadership of the KS3 & KS4 support programme and the oversight of the intervention for addressing underachievement, to include:

- The tracking of all underachievers and the staff responsible for these interventions, being the Learning Mentors and the Transition Phase Leaders.
- One Pastoral staff is responsible to the Deputy Head Teacher who intervenes with students covered by the Pupil Premium and ensures their needs are met.
- A Year Lead for each of the year groups, thereby covering Year 7 to Year 13, these staff working closely with the Learning Mentors and are responsible to the Deputy Head Teacher.

The Pastoral / Pupil Premium team meet weekly, with a lengthy more focussed meeting taking place on a monthly basis. The main conduit for discussions on the students covered by the Pupil Premium includes pupil progress and achievement, a review of the success of any intervention taking place, the role of the Learning Mentors, safeguarding needs, DSEN needs, behaviour and attendance. In addition, the behaviour and attendance teams also meet weekly and use a wide variety of strategies to improve both behaviour and attendance. All of these Pastoral / Pupil Premium meetings are supplemented by an ongoing referral route for any member of staff to follow a range of procedures to assist underachieving students in receipt of Pupil Premium, for example the cause for concern template, referral to the DSEN team as well as incidents referred directly to the Senior Leadership Team who can respond and refer to an appropriate provision.

Other intervention includes leadership of the student Academic Reviews for all individuals covered by the Pupil Premium. These reviews, which focus on pupil progress and achievement, involve work scrutiny, student interviews and parent / carer meetings.

KS3 & KS4 Curriculum Support & Intervention:

There is a particular focus on those underachieving students who are in danger of not achieving two levels of progress from KS2-3 and/or were not on target for a grade C or above at GCSE in English & Maths and/or who were in danger of not achieving at least eight grades at GCSE.

This support and intervention occurs in a variety of ways, including:

- Liaising with departments to ensure that the curriculum is appropriate and challenging;
- Monitoring the progress of targeted students;
- Interviewing students;
- Working with the Transition Phase Leaders on appropriate interventions to ensure that students meet their targets;
- Academic Reviews for all students covered by the Pupil Premium. These reviews, which focus on pupil progress and achievement, involve work scrutiny, student interviews and parent / carer meetings;
- KS3 & KS4 One to One mentoring and support;
- Group mentoring at KS3 & KS4;
- Small group work at KS3 & KS4;
- Information, advice and guidance (IAG) support for students;
- After school KS3 & KS4 coursework catch up sessions. Refreshments and resources are provided for students;
- KS2-KS3 primary liaison programme, to support student smooth transition to secondary school.

NB: The above are examples of the intervention / support strategies provided. The Learning Mentors responded to any change as necessary.

KS4 Intervention Programme:

KS4 targeted intervention programme for students in receipt of the Pupil Premium, involving: more able support, careers advice and guidance for Year 9 and Key Stage 4 students, revision guides, after school and holiday revision, crammer sessions and group mentoring.

This targeted support and intervention occurs in a variety of ways, including:

- More able support: The more able coordinators ensure that the needs of the students who are identified as more able are recognised. This occurs in a variety of ways: liaising with departments to ensure that the curriculum is challenging, monitoring the progress of targeted students, interviewing students and working with the Learning Mentors and TPLs on appropriate interventions to ensure that students meet their targets. Enrichment activities in the form of visits to universities have also proved very useful.
- KS4 Revision / Crammer Sessions: Including Easter and weekend revision sessions, revision and crammer sessions at lunchtime and after school. Teachers are paid for these revision sessions. Refreshments and resources are provided for students.
- External Consultants: Consultants, such as the Positively Mad team, will be engaged to support learning and help students to revise and prepare for GCSE. Through the PSHE conference collapsed days students will be given support with social skills and career guidance by external visitors and motivational speakers. These external consultants are paid for these sessions. Refreshments and resources are provided for students.

- **Revision Guides:** These will be provided for students in the core curriculum subjects and provided for other subjects on request. Parents / carers are invited to the Exam Success evenings, where they are provided with revision strategies and support.
- **Careers Information, Advice & Guidance:** All students will receive an individual interview with the IAG manager. Additional consultants are brought in and made available to any student who wishes to receive further support with their Post 16 transition route. Work is taking place with Year 9 and KS4 students in particular those students who are at risk of becoming NEETs. Aspiration events on PSHE collapsed days and aspiration assemblies are also held for targeted students, involving presentations by motivational speakers working in industry.

NB: The above are examples of intervention / support strategies implemented across KS4, however there is a particular focus on students in receipt of the Pupil Premium. The key personnel linked to the Pupil Premium will respond to any change as necessary, e.g. changes in circumstance and implement further initiatives / strategies as appropriate.

School Meal Subsidy:

The school have subsidised the free school meal allowance for current free school meals students. This allows students to purchase a substantial healthy meal from the school canteen and allows them to have access to breakfast. The school gives all those entitled to free school meals the sum of £3.00 per day. With this students can purchase a main meal, desert and a drink, or alternatively have breakfast (toast, tea cake), a main meal and a drink. The school allocates more than the recommended amount to those who are entitled to free school meals.

Identification of Need & Allocation of Additional Support:

The Pupil Premium is also used to subsidise the cost of other intervention, including provision of school uniform, to ensure that no students can be identified as different from others in the school due to low parental income. A 50% subsidy is provided for all items purchased in the Academy Uniform Shop for current free school meals students.

In addition, it is used to provide financial support for approved essential school trips, approved enrichment activities and peripatetic music lessons. Educational equipment will be subsidised to ensure that no child currently in receipt of free school meals is educationally disadvantaged due to low parental income.

The total expenditure for the above interventions is in excess of the grant provided.

NB: The school reserves the right to use the above funding, particularly the excess of expenditure over income, to support other students if there is a particular hardship or welfare case. Any requests for help of this nature must be made in writing to finance@bourneacademy.org.

In 2016/17 the Pupil Premium Grant was used for the following:-

- **One to one mentoring and support for both English and Maths KS3 & KS4**
- **Group mentoring at KS3 & KS4**
- **Small group work at KS3 & KS4**
- **After school course work catch up sessions for KS3 & KS4**

- **Primary liaison programme for KS2 to KS3 to support students smooth transition to secondary school**
- **Revisions sessions during lunchtime and after school as well as holding crammer sessions**
- **External consultants to support learning and help students to revise and prepare for GSCE**
- **Enrichment activities for visits to Universities**
- **PSHE Conference collapsed days to give students support with social skills and career guidance by external visitors and motivational speakers who are paid for these sessions**
- **Safeguarding officer to improve attendance and achievement to a number of students who need this**
- **Pastoral officer to support vulnerable students to help improve behaviour, attendance and attainment. To include drop in sessions.**
- **Attendance officer who monitors student's attendance. Meeting with parents and Year Leads to improve attendance.**
- **50% subsidy of items purchased in our uniform shop for current FSM students**
- **Financial support for approved essential school trips, approved enrichment activities, music lessons, revision guides (EBacc)**

Date of next internal review of this strategy: _____

Bourne Academy Pupil Premium Progress Measures

| 2017 | 2018 | 2019 (projected) |
|-------------|-------------|-------------------------|
| -0.33 | -0.34 | +0.44 |