

Pupil Premium and Catch-Up Funding Review 2020/21



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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 £231,222.

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	224	£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	47	£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:

Barriers related to Covid-19 & Closure

The enforced school closure created particular barriers for disadvantaged students;

- A lack of access to IT facilities and internet.
- A lack of aspiration as provided through the in-school interventions.

To counter these barriers the pastoral team made weekly calls to disadvantaged students and their completion of work was explicitly monitored as a discrete group.

Families of disadvantaged students were constantly supported through the FSM voucher scheme and staff at the school were always available to help families.

HEADLINE FIGURES

As performance tables have not been published for 2019/20 we are unable to provide headline figures for disadvantaged students.

Our own internal measure of progress for disadvantaged students shows a Progress8 score of +0.49, well above the national average (even accounting for skewed 2020 results)

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 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:

YEAR 11	Bourne Academy Disadvantaged	Bourne Academy All Students
Progress 8	0.18	0.61
English Element of P8	-0.61	0.52
Maths Element of P8	0.07	0.53
Ebacc Element of P8	0.17	1.31
Open Element of P8	0.79	0.61
Attainment 8	43.9	49.2
Grade 4 or above in English & maths GCSE	62%	70%
Grade 5 or above in English & maths GCSE	31%	43%

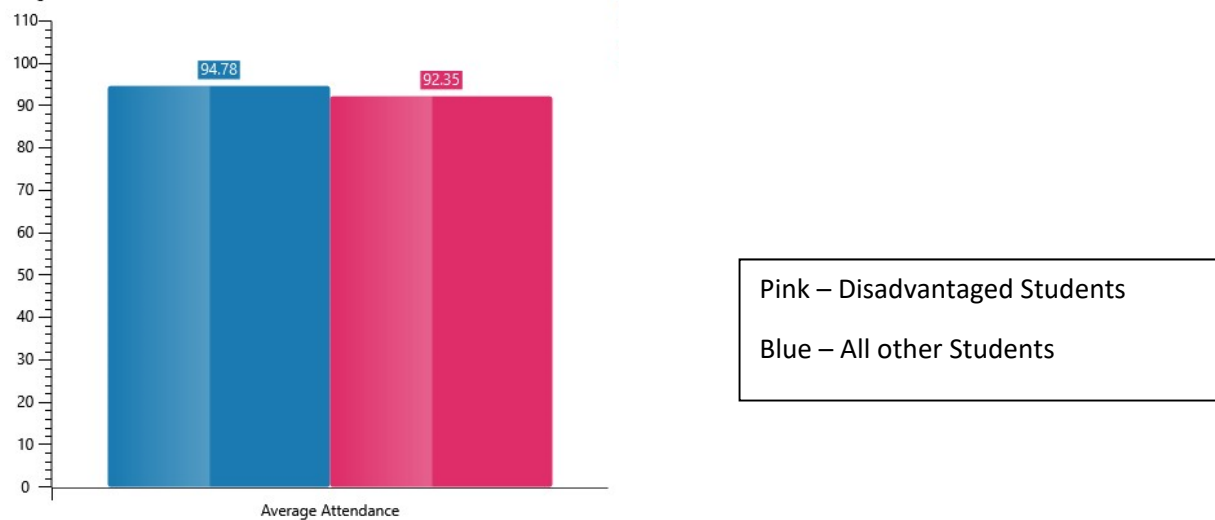
YEAR 10	Bourne Academy Disadvantaged	Bourne Academy All Students
Progress 8	0.46	0.74
English Element of P8	-0.16	0.21
Maths Element of P8	0.29	0.49
Ebacc Element of P8	0.4	0.61
Open Element of P8	1.04	1.39
Attainment 8	46.6	52.3
Grade 4 or above in English & maths GCSE	74%	80%
Grade 5 or above in English & maths GCSE	43%	52%

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 2019/20. These figures should not be compared with other academic years due to the impact of the closure – attendance is usually at a low point at the time schools closed with normal winter illness, before improving towards the summer.

Whole school attendance [Last Year]
Average whole school attendance



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 2019/20. 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 2019/20 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 2019-20 this constituted 47 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

Unfortunately, it was not possible to measure the impact accurately due to the closure. There was not sufficient time for any interventions to have the impact that they usually would.

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 2019-20 this constituted 45 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

Unfortunately, it was not possible to measure the impact accurately due to the closure. There was not sufficient time for any interventions to have the impact that they usually would.