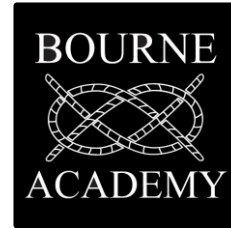


Pupil Premium and Catch-Up Funding Review 2018/19



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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 2018/19 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

2017/18 KS4 Outcomes for Pupil Premium

	Bourne Academy Disadvantaged	Bourne Academy All Students	National (Non-Disadvantaged)
Progress 8	-0.4	0.2	0.0
English Element of P8	-1.0	-0.2	0.0
Maths Element of P8	-0.4	0.1	0.0
Ebacc Element of P8	-0.3	0.2	0.0
Open Element of P8	0.0	0.7	0.0
Attainment 8	37.9	47.3	46.4
Grade 4 or above in English & maths GCSE	42%	63%	64%
Grade 5 or above in English & maths GCSE	17%	37%	43%
Staying in education or entering employment	94%	96%	96%

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	53	77	52	0	80	52	0	81	52	0
Maths	53	85	71	23	83	67	24	83	66	23
Science	53	88	58	0	94	69	2	91	74	2
Art	53	87	56	8	87	57	11	90	65	13
Drama	53	96	65	12	96	65	15	98	60	13
Geography	53	81	62	4	89	69	7	92	70	8
History	53	81	73	2	85	69	6	87	70	2
ICT	53	87	71	2	89	76	7	89	75	6
Music	53	88	63	0	91	67	2	89	70	6
PE	53	80	41	6	83	50	6	82	49	4
RE	53	77	50	6	80	57	9	81	62	17
MFL	44	67	51	0	76	53	2	82	55	0

	Targets	AOL 3 Actual
English 4+	74	81
English 5+	49	52
English 7+	8	0
Maths 4+	85	83
Maths 5+	47	66
Maths 7+	5	23

In Year 7 Pupil Premium students are achieving well across the curriculum. MFL was low at the start of the year but students made good progress and by the end of the year this was in line with other subjects.

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	64	81	57	11	75	47	9	73	52	4
Maths	64	80	64	14	80	61	19	76	57	16
Science	64	84	63	13	84	61	16	80	69	20
Art	64	88	66	14	86	69	14	85	65	12
Drama	64	91	63	6	89	63	14	90	65	17
Geography	64	88	58	8	86	55	9	85	58	17
History	64	81	61	5	78	56	5	79	54	8
ICT	64	84	69	11	84	72	8	83	67	13
Music	64	83	69	9	88	69	13	85	67	13
PE	61	85	39	2	85	44	0	84	44	2
RE	64	84	69	16	81	66	16	81	69	15
MFL	52	65	46	4	62	46	4	59	41	5

	Targets	AOL 3 Actual
English 4+	79	78
English 5+	49	51
English 7+	8	4
Maths 4+	73	77
Maths 5+	41	59
Maths 7+	9	15

It is encouraging to see that English and Maths are both above target for 5+ and 7+. English is just 1% below target at 4+, while maths is ahead of target.

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	51	78	47	4	74	43	4	75	47	6
Maths	51	75	52	13	70	53	1	69	57	10
Science	51	78	53	4	77	54	2	78	58	2
Art	26	92	81	8	93	74	11	92	77	12
Drama	31	97	77	19	97	77	26	97	84	35
Food	25	60	28	8	60	48	12	65	52	13
Product Design	10	60	20	0	60	30	0	67	56	0
Textiles	7	100	71	0	75	63	0	75	63	0
Geography	33	67	42	6	71	49	6	77	55	6
History	21	71	67	5	64	59	9	64	59	18
ICT	22	91	77	9	91	77	14	90	81	14
Music	22	91	55	0	96	61	0	95	59	0
PE	52	85	67	2	88	62	2	88	59	4
RE	50	80	56	10	79	56	12	78	58	12
MFL	9	100	78	0	100	67	0	88	75	0

	Targets	AOL 3 Actual
English 4+	73	72
English 5+	49	58
English 7+	8	6
Maths 4+	67	76
Maths 5+	49	60
Maths 7+	8	6

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.

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	National (Non-Disadvantaged – 2017/18)
Progress 8	0.39	0.72	0.0
English Element of P8	0.04	0.35	0.0
Maths Element of P8	0.31	0.66	0.0
Ebacc Element of P8	0.24	0.60	0.0
Open Element of P8	0.84	1.12	0.0
Attainment 8	43.0	47.8	46.4
Grade 4 or above in English & maths GCSE	56%	69%	64%
Grade 5 or above in English & maths GCSE	25%	43%	43%

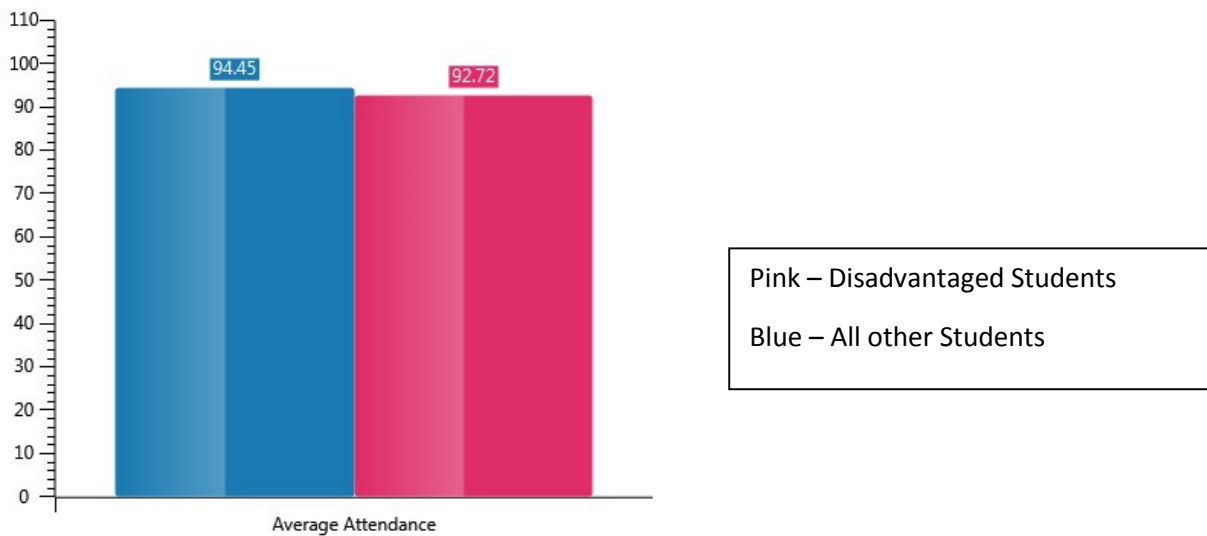
YEAR 10	Bourne Academy Disadvantaged	Bourne Academy All Students	National (Non-Disadvantaged – 2017/18)
Progress 8	0.25	0.63	0.0
English Element of P8	-0.32	0.07	0.0
Maths Element of P8	0.19	0.53	0.0
Ebacc Element of P8	0.13	0.48	0.0
Open Element of P8	0.80	1.21	0.0
Attainment 8	43.2	50.5	46.4
Grade 4 or above in English & maths GCSE	60%	78%	64%
Grade 5 or above in English & maths GCSE	28%	47%	43%

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 2017/18

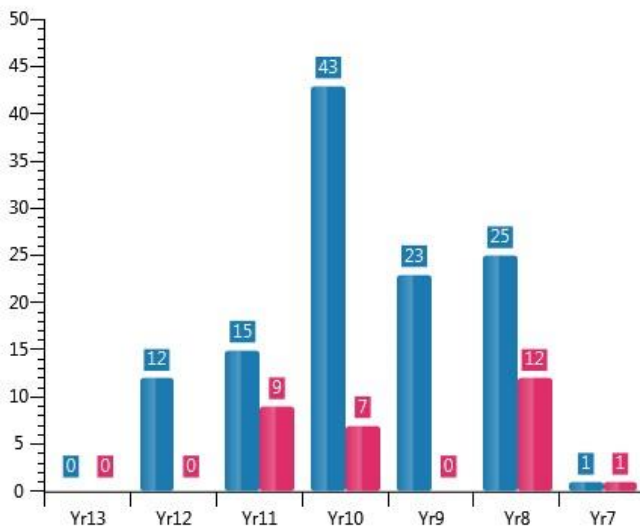
Attendance by Key Group [Last Year]



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 2017/18. 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 2017/18 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 2017-18 this constituted 52 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

Progress of students was measured using standardised assessments at the beginning of the year and again at the end of the academic year. As can be seen in the table below progress for these students was excellent, with the vast majority making above average progress between the two assessments.

Baseline	Below average progress	Average progress	Above average progress
Below 80	2	2	10
80 to 89	3	0	14
90 to 99	5	0	15

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 2017-18 this constituted 48 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

The impact was measured in a similar way to Mathematics using a standardised baseline and end of year assessment. Again the overall progress of these students was very good.

Baseline	Below average progress	Average progress	Above average progress
Below 80	5	0	7
80 to 89	7	0	12
90 to 99	4	3	8