

Pupil premium strategy statement – The Bourne Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	952
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 Years
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mark Avoth
Pupil premium lead	Ashley St John
Governor / Trustee lead	Henry Bishop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,150
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£40,202
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£340,352

Part A: Pupil premium strategy plan

Statement of intent

We want all disadvantaged students to achieve as well as their peers. Consequently, all students should receive quality first teaching along with targeted interventions to close existing gaps. Our plan focuses on developing teacher pedagogy and providing a broad package of targeted academic support, in conjunction with an enhanced pastoral system to ensure students are in school and actively engaged with their learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Tendency towards passive learning, poor functional spoken English and limited understanding of success criteria
2	Potential ongoing impact of 2 x National lockdowns combined with a lack of engagement from a minority of parents
3	Inability of some students to access the curriculum (particularly tier 2 and 3 language)
4	Ensuring enough time is given for staff professional development
5	Ensuring the consistency and quality of teaching across the Academy
6	Ensuring disadvantaged pupils attend regularly and are properly equipped

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged students achieve a positive progress score	2022 (and subsequent) performance data
Disadvantaged students achieve just as well as non-disadvantaged (attainment 8)	2022 (and subsequent) performance data
Disadvantaged students achieve just as well as non-disadvantaged (Percentage of grade 5+ in EM)	2022 (and subsequent) performance data

Narrow P8 and Att. 8 gap between boys and girls	2022 (and subsequent) performance data
Increase % of PP EBacc entries	2022 (and subsequent) performance data

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding MELC principles in all lessons – specific focus on Questioning, Modelling and Practice	The EEF guide to the Pupil Premium states that good quality teaching is disproportionately beneficial to disadvantaged students. The EEF toolkit indicates that effective feedback, mastery activities and metacognition has very high impact for very low cost.	1.
Production and consistent use of Knowledge Organisers in Y7 and 8	The EEF toolkit indicates that effective feedback, mastery activities and metacognition has very high impact for very low cost	1.
Weekly Thursday morning Pedagogy sessions	The EEF guide to the Pupil Premium states that good quality teaching is disproportionately beneficial to disadvantaged students. The EEF toolkit indicates that effective feedback, mastery activities and metacognition has very high impact for very low cost	1.
Peer development drop-ins and increased scrutiny by SLT	The EEF guide to the Pupil Premium states that good quality teaching is disproportionately beneficial to disadvantaged students. The EEF toolkit indicates that effective feedback, mastery activities and metacognition has very high impact for very low cost	1.

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £185,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tutoring programme for under-achieving PP students in English and Maths	The EEF toolkit indicates that one to one tuition has a high impact for moderate cost	2.
Ensure Y11 have a dedicated non-teaching Head of Year (outside of the House system)	A dedicated, non-teaching member of staff with sole responsibility for Y11 will support the successful implementation of all interventions	2 & 6
All Y11 PP students below target grade to attend additional learning sessions	The EEF toolkit indicates that extending the school day has a moderate impact on student outcomes	2.
All Y11 PP students below target grade to attend additional learning sessions	The EEF toolkit indicates that effective feedback, mastery activities and metacognition has very high impact for very low cost	2.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £115,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expanding the provision of Lexonik and Lexonik Leap within all year groups, combined with embedding and further resourcing the tutor reading programme, increasing provision for our most challenged readers	The EEF toolkit indicates that reading comprehension activities have very high impact for low cost	3.
Allocated non-teaching member of staff to administrate and implement the above programmes, driven by data	A dedicated, non-teaching member of staff with sole responsibility for reading and the Lexonik programmes will support the successful implementation of these interventions	3.

Implementation of a graduated reading strategy to ensure students reading ability is assessed at least one per year, and students of all reading abilities make progress through targeted intervention	The EEF toolkit indicates that reading comprehension activities have very high impact for low cost	3.
Bedrock Learning programme in Y7 and 8 plus introduction of Y9-10 tutor intervention group	Draws from extensive research illustrating the importance of teaching vocabulary and the best way to do this – available on ‘Bedrock Learning’ website	1 & 3
Appointment of extra Pastoral Support Worker to support wellbeing, excellent behaviour and attendance	Internal data indicates a sharp rise in mental health and CSC referrals over and since the pandemic	6 & 2
Weekly attendance panels attended by all HoH/Head of Y11	Dfe research clearly indicates that poor attendance has a negative impact on student performance	6 & 2
Employment of Academy’s own Educational Social Worker	Internal data indicates a sharp rise in mental health and CSC referrals over and since the pandemic	6 & 2
Use of Private Educational Psychologist to fill gap in services from Local Authority	The Social and Emotional wellbeing in secondary education Public Health guideline (PH20, 2009) references the importance of schools accessing suitable Ed. Psych. support	2 & 3
All students to be provided with a free breakfast	Numerous studies referenced by NICE (National Institute for Health and Care Institute) reference the positive impact of school breakfasts	6 & 2
Primary-modelled ‘Learning Link’ class for Y7’s unable to access the curriculum	Students will not benefit from quality first teaching if they are unable to access lessons.	3
BRIDGE support for students removed from Languages for additional literacy intervention	Students will not benefit from quality first teaching if they are unable to access lessons.	3
Discretionary pastoral budget (for uniform, transport, equipment and trips) administered by Vice Principal	Students will not benefit from these and other Academy activities if they are unable to access them	6 & 2

Total budgeted cost: £344,536

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There were 51 PP students who completed GCSE's last academic year (35% of the total cohort). They achieved a progress score of **-0.06** (-0.18 in 2022), a gap of **-0.13** in comparison with non-PP students. This is significantly better than the average gap amongst the 22 Secondary schools within Bournemouth, Poole and Christchurch Local Authority which was **-0.65**.

This is a narrowing of the gap from 2022 (-0.18).

The National 21-22 gap was **-0.74**

7% of Disadvantaged students completed an EBACC suite of qualifications – this compares to **32%** of Non-Disadvantaged students.

53 PP students completed the Lexonik Advance programmes and the average gain on their reading age was **38mths (3yrs 2mths)**.

Broken down into year groups:

Year 7: **25** PP students completed the programme with an average reading age gain of **35mths (2yrs 11mths)**

Year 8: **19** PP students completed the programme with an average reading age gain of **38mths (2yrs 2mths)**

Year 9: **3** PP students completed the programme with an average reading age gain of **67mths (5yrs 7mths)**

Year 10: **1** PP student completed the programme with an average reading age gain of **49mths (4yrs 1mth)**

Year 11: **5** PP students completed the programme with an average reading age gain of **34mths (2yrs 10mths)**

13 PP students improved their reading age by more than **60mths (5 yrs)**

The PP student who made the most progress, improved their reading age by **82mths (6yrs 10mths)**

Bedrock had a significant impact on both PP and non-PP students – both groups showed an 15% improvement between pre-test and post-test results.

The 22-23 overall Academy attendance was **91.1%**. Disadvantaged attendance was **88%**. This compares favourably with the National FFT disadvantaged figure of **85.5%**. The FFT South West figure for disadvantaged attendance was even lower, at **83.1%**.

Disadvantaged students accounted for **63.8%** of all Academy suspensions in 22-23. **70%** of the Academy's permanent exclusions were disadvantaged students. The Academy invests significant sums in pastoral support for all students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Science mastery	Tassomai
Targeted online maths assessment	Sparx
Lexonik	Lexonik
Lexonik Leap	Lexonik
Bedrock	Bedrock Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

