



Bourne Community College

Pupil Premium Strategy

2021 - 2022

Pupil premium strategy statement

The Pupil Premium Grant (PPG) was introduced in 2011 and is allocated to work with students who are, or have been eligible for free school meals at any point in the last 6 years, Looked After Children (LAC), children adopted from care and children of service personnel. Bourne Community College is based in an area with moderate social deprivation, with almost a quarter of our students meeting the criteria for the Pupil Premium Grant. Each child defined as 'disadvantaged' is allocated the grant to fund initiatives to enhance their opportunities and help achieve their potential, although this may benefit other non-disadvantaged students as well. Those who are classified as disadvantaged (PP) will vary at different times of the year.

School overview

Detail	Data
School name	Bourne Community College
Number of students in school	759
Proportion (%) of pupil premium eligible students	30% inc. Service, 22% excl. Service
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Yvonne Watkins, Headteacher
Pupil premium lead	Janet Murray-Brown Assistant Headteacher, DSL & EVC
Governor / Trustee lead	Mr Andrew Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,365.00
Recovery premium funding allocation this academic year	£24734.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,460.49
Total budget for this academic year	£206,825.49

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

Bourne Community College is a comprehensive School with the advantage of having a Trust School Status; we benefit from the support of our Trust Partners from Chichester University, Chichester College, Chichester District Council, Thorney Island Military Base and the New Life Church. We aim to ensure that our students from disadvantaged backgrounds have the same educational opportunities and can make at least the same progress as students from our non-disadvantaged cohort.

Although the attainment gap in schools has reduced a little over the past ten years, it remains significant. Our intention is to ensure that we close the attainment gap for our disadvantaged students at Bourne Community College by continuing to promote our positive ethos and encourage our students to aim for their absolute best. We expect our disadvantaged students to be well prepared to succeed throughout their school career and to go on to thrive in their lives thereafter, as a result of excellent teaching, outstanding pastoral support and the tailored opportunities that we offer to remove the social gaps that exist between the disadvantaged families and those that are not.

Our approach will be responsive to common challenges and individual needs, using assessment and tracking, to make informed decisions on how best to support our Pupil Premium students and not to make assumptions about the impact of disadvantaged students. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point that a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Curriculum</u> - Overall both the English and Maths attainment is lower within our Pupil Premium Cohort. In English there is an average 3 point difference between Pupil Premium and non Pupil Premium students and in Maths an average 5 point discrepancy according to this year's CATS scores. When Service Pupil Premium is removed from the comparison, this gap, between disadvantaged and non-disadvantaged students, widens to an average 7 point difference in both Maths and English.</p>
2	<p><u>Literacy</u> - Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts on their progress in all subjects.</p> <p>On entry to year 7 this year 46% of our disadvantaged students came to us with below age-related expectations compared to 32% of their non-disadvantaged peers.</p>
3	<p><u>Enrichment</u> - During both Covid-19 Pandemic Lockdowns it was evident from observations, assessments and parent/staff discussions that our disadvantaged students struggled to access learning more than our non-disadvantaged students. General wellbeing of these students was also greatly impacted (see Challenge 5). Several studies show that this was the case nationally.</p> <p>The result of this is significant gaps in the students' knowledge, causing them to fall even further behind age-related expectations.</p>
4	<p><u>Communication</u> – Engagement with some of disadvantaged families with regard to their children's learning has notably worsened as a result of COVID 19.</p>
5	<p><u>Wellbeing</u> - Children and young people's mental health has suffered significantly through the pandemic. Staff discussions and observations have identified our disadvantaged students who have particularly suffered, mainly due to their socio-economic circumstances. Depression and anxiety brought on by the pandemic goes on to impact confidence in learning and low self-esteem, causing a greater gap in attainment.</p>
6	<p><u>Attendance</u> - Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 12 - 14% lower than for non-disadvantaged students.</p> <p>30 - 36% of disadvantaged students have been 'persistently absent' compared to 18 - 22% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged student's progress.</p>

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
Improved outcomes	Reduce the point difference between disadvantaged and non-disadvantaged students from an average 7 point difference to a 3 point difference at most.
Improved learning experiences	Reduce the % of disadvantaged students scoring below age-related expectations in assessments from 46% to 30%.
Greater equality and opportunity	All students have access to laptops, uniform, trips, classroom equipment, resources and food.
Improved communication and relationships	Parent and student voice to be heard with increased regular parent engagement with the school. Information sent home in formats that parents can access.
Increased student participation in cultural and aspirational trips, activities and extracurricular activities to improve self esteem	<p>Eliminate gaps between Pupil Premium and non-Pupil Premium trip attendance. To help fund disadvantaged students trips where required.</p> <p>More involvement of Pupil Premium students in school council meetings/student movement and prefect duties.</p> <p>Encourage Pupil Premium students to join after school activities and help to break down the barriers causing non-attendance, for example, transport or equipment.</p>
Improved attendance of disadvantaged students and narrowing of gaps	<p>To ensure Pupil Premium attendance is at least at national average.</p> <p>Reduce the amount of persistently absent Pupil Premium students to a maximum of 22%.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PiXL membership to allow use of the PiXL strategies. To give staff an increased range of strategies to improve teaching and intervention.</p>	<p>Evidence from schools as part of the PiXL partnership show improved outcomes for their students. Average performance of PiXL schools at the end of key stages has comfortably exceeded the national averages. When national percentages of students obtaining five good grades (inc English and Maths) at KS4 were in decline, PiXL schools bucked the trend and recorded significant increases in their percentages. Of the most improved schools in 2014, the top five were all PiXL membership schools, as were 16 in the top 30.</p>	<p>1, 2</p>
<p>Use Accelerated Reader to allow ongoing tracking of students reading ages.</p>	<p>Using Accelerated Reader to test students on the books they are reading allows the school to monitor how many books are being read, what level the students are at and to encourage healthy competitiveness amongst their peers. Evidence shows that Accelerated Reader is particularly effective amongst weaker readers and those who have a below expected reading age.</p>	<p>1, 2</p>
<p>Use of Tassomai intervention software to help students reach and exceed their target grades in Maths, English and Science GCSE.</p>	<p>Tassomai is designed specifically to raise attainment in GCSE subjects. Initially targeting Maths, English and Science it can also be used for a variety of non-core subjects as well.</p> <p>Tassomai's own impact report states that over the last year, there has been an average 10.3% increase in students' performance after using Tassomai to help them revise for their GCSEs.</p>	<p>1, 2, 3</p>

	Case Studies across the country demonstrate that success rates within schools using Tassomai are far higher than those that are not.	
After school revision sessions across all subjects, with specific Maths, English and Science revision sessions for Pupil Premium students only.	The evidence indicates that, on average, students make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged students benefit more, making closer to three months' additional progress.	1, 2

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement of Literacy TA to hold small group intervention sessions to improve literacy amongst those students who are well below their expected reading age, to widen vocabulary and encourage an interest in reading.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Engagement of Communication TA to hold one to one and small group interventions to improve learning techniques, attitude to learning and speech and language</p>	<p>It is often assumed that most children arrive in secondary school with fully developed speaking and listening skills, but in fact language develops throughout adolescence and beyond. Secondary is a much more demanding environment which taxes young people's language skills, not just in class but in their social interactions too. Because of their socio-demographics many of our disadvantaged students come to us with a range of speech and language limitations. Evidence suggests that a course of interventions to work on their difficulties results in students not only becoming more confident learners, more able to communicate effectively but also shows that even the most quiet of students are more willing to put their hands up and join in whole class discussions.</p>	<p>1, 2, 3, 5</p>

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer is in place to track and monitor attendance across the whole school. Working closely with the Pupil Premium Support Officer to overcome as many reasons as possible that our disadvantaged students are not in school and raise attendance. Providing transport for those disadvantaged students who give the cost of travel as a reason for not being in school.</p>	<p>Regular absences from school can affect attainment levels, the quality of school work and qualifications gained; school routine, disrupting the child's learning and that of the other students; the chances of children and young people being involved in anti-social behaviour, a child or young person's general wellbeing and long term life opportunities.</p> <p>Evidence suggests that the more time a student is absent from school, the lower their results in performance will be. In particular, students with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than students that missed 15-20% of all sessions.</p>	<p>4, 5, 6</p>
<p>ELSA (Emotional Literacy Support Assistant) to engage with highlighted students in one-to-one support to improve wellbeing, self-esteem, behaviour, emotional and friendship issues on six week programmes of intervention.</p>	<p>The profile and need of the ELSA has been raised higher by the COVID 19 pandemic, with many more children and young people suffering mental and emotional health issues as a result.</p> <p>Head teachers and ELSAs across the country report that ELSA interventions have a positive impact on individual students' behaviour, emotional well-being and relationships</p>	<p>3, 5</p>
<p>Alternative Timetable TA to run functional skills interventions and accompany students on weekly trips to Forest School and activity centres in conjunction with the bespoke ASDAN (Award Scheme Development and Accreditation Network) timetable being followed by specifically selected students (the</p>	<p>Put in place to accommodate some students who find it difficult to cope in full time mainstream classes, the impact of an alternative timetable shows that it encourages an improvement in attendance, behaviour and significantly in students' attitude to learning.</p>	<p>All</p>

majority of which are Pupil Premium).		
Provision of laptops during both lockdowns to ensure that all disadvantaged students had access to the same learning as their non disadvantaged peers. Also to provide a dongle to those families who did not have internet access at their homes.	Without the provision of laptops, many disadvantaged children would not be able to even attempt to engage in the home learning set by their teachers and would be at a major disadvantage in the opportunities to learn that were given to their peers who already had computer and internet access.	3, 4
Albion in the Community to come into school one day a week to work with selected students across all year groups for termly interventions to work on wellbeing, attitude to learning, behaviour and exercise.	Albion and the Community's website displays articles detailing the impact of their work across Sussex, and also includes a full impact report: Albion in the Community's £28million annual impact - Albion In The Community	3, 4, 5, 6
Breakfast club to restart by the Pupil Premium Support Officer to provide cereal or toast and a hot drink before the school day starts to those children who have come into school without having had any food or drink.	Research shows that having breakfast has enormous impact on a child's school day, including improved cognitive function, particularly memory, attention, and executive function; improved academic performance, including school grades and achievement test scores and increased on-task behaviour in the class	All
To provide uniform to any disadvantaged student who attends school consistently with incomplete uniform, or who states that they cannot attend school as they do not have the correct uniform.	Closing the disadvantage gap: students from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged students.	All
Established and developing programme of events for 'most and more able' students, mentoring by lead on more able. Holding after school events by subject	Any more able students are maximising their full potential and Pupil Premium students are included in this list. Evidence suggests that being included in these programmes result in students being	1,3,5

and allowing access to more advanced learning.	more driven and inspired and an increase in the desire to pursue education and training at university level.	
--	--	--

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

Whilst performance measures were not published for 2020-21, we are still able to demonstrate improvements in results. These grades were awarded after students undertook examination testing conditions, standardisation took place, moderation occurred and then rigorous Quality Assurance was carried out, as per Ofqual guidelines. These results have seen a continuation to the trend of improvement in 'Disadvantaged Student' results as shown below.

	2018 (PP)	2019 (PP)	2020 (PP)	2021 (PP)
P8 Score	-0.2 (-0.4)	-0.4 (-0.7)	+0.1 (0.0)	+0.2 (-0.6)
A8 Score	4.5 (4.1)	4.0 (3.7)	4.7 (4.5)	4.8 (3.9)
4+ En & Ma	56.3% (40.0%)	55.0% (45.0%)	64.4% (57.1%)	68.0% (56.4%)
5+ En & Ma	41.5% (26.7%)	19.3% (17.5%)	44.4% (40.0%)	48.3% (30.8%)
EBacc 4+	12.0% (3.3%)	5.0% (2.5%)	2.2% (0.0%)	8.8% (2.6%)

Externally provided programmes

Programme	Provider
Tassomai	
PiXL	

Service pupil premium funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>A dedicated member of army welfare staff is available to support service students with anxiety and loss when a family member is deployed. Jon Robinson is on site at Bourne Community College one day per week, and available on Thorney Island Monday to Friday. Jon regularly checks in with all Service Pupil Premium students throughout the school year.</p> <p>We are part of a group of organisations who are in the process of setting up the village bus scheme which will allow our Service students to attend after school clubs and revision sessions and be dropped home later rather than having to rely on the school bus that leaves straight after school.</p>
<p>What was the impact of that spending on service pupil premium eligible students?</p>	<p>Bourne Community College assures that we have:</p> <ul style="list-style-type: none"> - a dedicated classroom for Service students to come to, with a Pupil Premium Officer in full time attendance and available for them to talk to. -The MOD Welfare Officer is also available both in school and on the local Army base. - 2 ELSA's within school with 10% of their time allocated to be used with Service students (and the provision of this increasing if required) and IT equipment available during school hours for students to email deployed parents. <p>All of this allows our Service students to have the same opportunities and bolstered pastoral support where needed.</p>

Further information

Additional activity

Alongside the targeted activities that we do for our Pupil Premium students, throughout the pandemic we have provided food vouchers to the families of all students on our roll entitled to free school meals. Additionally we have ensured that the vouchers were used in supermarkets for food despite other options being available. We continue with this throughout the school holidays ongoing.

We also, in some cases pay for, and in some cases contribute to the cost of music lessons for our disadvantaged students. This allows them the same opportunities as their peers and can boost self-esteem, self-worth and confidence.

Using Pupil Premium recovery money, last summer we ran a week long summer school for our KS3 Pupil Premium students. This was aimed to provide a catch up on Literacy and Numeracy for those students who struggled most and missed a lot of home learning. We also involved Albion in the Community to run activity days and ran some extra curricula activities to break the learning up. Feedback from those students who attended was positive.

To encourage maximum attendance, we continue to contribute towards funding for educational trips for our disadvantaged students. This allows them to experience the same curriculum opportunities that their peers have.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.