

## Pupil premium strategy and review 2019-2020

1. Summary information					
<b>School</b>	Bourne Community College				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£148,680.00 including £26,700.00 Service Pupil Premium.	<b>Date of most recent PP Review</b>	Feb 20
<b>Total number of pupils</b>	760	<b>Number of pupils eligible for PP including SPP</b>	215 including 65 Service Pupil Premium	<b>Date for next internal review of this strategy</b>	July 20

2. Current attainment (2018)		
	Pupils eligible for PP (school)	Pupils not eligible for PP (school)
<b>Progress 8 score average</b>	-0.7	-0.3
<b>Attainment 8 score average</b>	3.7	4.2

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy and numeracy skills entering Year 7 are lower for students eligible for PP than for other students (15 out of 29 are below expected levels for reading and spelling, 15 out of 29 are below expected levels for Maths) which prevent them from making good progress in Year 7.
<b>B.</b>	Students who are eligible for PP are making less progress than other Students across Key Stage 4 (Progress 8 of -0.4 for 2019 Yr.11 cohort compared to students not eligible for PP of -0.1
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Attendance for students eligible for PP in 2018/19 was 92% compared to the whole school figure of 93.8% and 94.6% for students not eligible for PP. This impacts on their progress compared to others.
<b>D.</b>	Parental engagement, PP families' attendance at parents' evenings and other school events is significantly lower than other students. This is evidenced by registers taken.

<b>E.</b>	Low aspiration amongst PP students.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Higher levels of progress in literacy and numeracy for Year 7 students eligible for PP.	Year 7 PP students will make more progress by the end of the year than global students. At least 65% are reaching their target grade. This will be evidenced using English/Maths assessments and working at grades.
<b>B.</b>	Improved rates of progress across both Key Stages for students eligible for PP.	Key Stage 4 students make at least 0 Progress 8 and reach their target grade. Where they are not, departments are putting in place interventions, monitored by HOD's and SLT.
<b>C.</b>	Increased attendance rates for students eligible for PP.	Reduce the difference between the PP student attendance % and global students.
<b>D.</b>	Increase parental engagement.	Increase the proportion of PP families attending parents' evenings and information evenings including transition evening.
<b>E.</b>	Increase aspiration amongst PP Students.	Key Stage 4 students make at least 0 Progress 8 and reach their target grade. All PP students across cohorts are aiming for best possible outcomes for themselves.

Planned expenditure						
Academic year	2019-2020					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Evidence and future planning.
A & B. New T & L and behaviour policies to focus on quality first teaching.	Increase progress in all lessons.	Progress for all students isn't as rapid as it should be as evidenced by data collections.	Learning walks, departmental reviews. Book looks Discussions at departmental meetings	SLT/ESLT/HOD's/PP Ambassadors	On-going	Ongoing 2019/2020. In 2018/19 most lessons observed met our benchmarks. Those teachers who did not meet these, were supported to improve. Monitoring of all staff on a regular basis will continue, with support and support plans in place where necessary.
B. Horsforth Quadrants to be introduced in all subject areas to track PP students in Year 10 & 11.	To identify where intervention needs to be put in place.	Proven strategy from PiXL and part of the RAP (Raising Achievement Plan) in summer 19.	Tracking by HOD's of the updating of the quadrants and the delivery of interventions. PP Co-ordinator will meet with the PP Ambassadors for each depart and review.	HOD's/SLT/PP co-ordinator and PP Ambassador	On-going.	Science have used this as a working document to target specific students. PP Ambassadors to have training in setting up and using these in their departments
A. Targeted literacy intervention sessions for Yr. 7 and whole school focus on Literacy.	To improve literacy levels for the lowest attaining students.	Students need to be able to read and comprehend for them to make progress towards GCSE's.	Learning walks, assessment. New appointed a Literacy and Numeracy Co-ordinator. Major focus in POS in English.	CK/SLT	Termly.	SEN dept. will be doing targeted small group interventions for those students in Yr 7 who have been identified as requiring intervention from September 19. New team in English and Co-ordinator for Reading and Writing. All teaching staff sent link to Improving literacy – The simple view of reading.
Total budgeted cost						£
<b>ii. Targeted support</b>						

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Evidence and future planning.
A. Engagement days for Year 7 PP students	Up-skill students in Literacy and Numeracy and build confidence in asking for help.	Lower than average literacy and numeracy skills and in interviews and annual reviews it is clear that students do not have the confidence to say when they do not understand. Following very successful engagement days for Yrs. 7 & 8 last July.	Key staff will deliver the sessions on pre-arranged dates and use proven outdoor education providers.	CK	Oct 2019.	These days were delivered in July 19. They were deemed as a success by staff and the students involved. Numeracy wasn't part of the days due to staffing. It has been agreed that this would be better delivered at the beginning of the year for Year 7 students, if at all possible with booking the outdoor centre.
A & B. Careers advice	Raise aspirations in students prior to them choosing their options.	Many students not aware of the pathway they want to follow in the future or the pathways available to them and therefore have little or no aspiration for success.	The use of business partners and outside careers advisors. A variety of Carryout student voice evaluation questionnaires after the event.	HJ/JO/CK	June 2019	All Year 10 students had individual interviews with business professionals. All students were engaged. It was felt to be a very successful event across the board. All students across cohorts visited the careers fair.
B. Revision materials and workshops for Key Stage 4 students.	All PP students will have access to all necessary revision materials and targeted workshops on revision skills	All necessary revision materials will be offered free of charge to PP students to avoid any financial difficulties. All PP students will be offered access to revision workshops to enable them to get the best results from their revision.	Tracking of revision materials via Edukit software. Experienced members of staff will deliver the revision workshops.	CK, JO and HOD's.	Half-termly basis.	All KS 4 PP students were provided with revision books and materials as required. They were also able to attend workshops or visits as required for different departments. Webinars were also provided for Science.

B, C, D & E. Financial support offered to parents of students eligible for PP funding.	To ensure that PP students are offered the same opportunities as other students to engage with their learning. Assistance can be given towards uniform, travel, equipment, educational trips.	To support PP students, ensuring that they are ready to engage in learning and can fully access the curriculum.	PP assistant tracks individual accounts via EduKit. School Finance Manager manages the financial allocations.	JO/CK/PM	On-going.	Department request forms for financial support supported by a letter or email from parents.
B, D & E. PE kit purchased and held in school for certain students and washed on a weekly basis.	These students will be able to take part in PE lessons, helping them with health and well-being. Remove the detentions that are currently being given for lack of kit.	Certain students were identified by the PE Ambassador for PP students for continually receiving detentions and negative points for not having kit and were not taking part in the lessons, hence hindering their health and well-being.	PP Ambassador will monitor to ensure the kits are used and the PP assistant will ensure that the kits are washed weekly.	JW/JO	On-going	The students who kit has been provided to are generally now taking part in the lessons. New cohorts to be monitored and new kits provided where necessary.
B & E. Targeted revision sessions for individual Students including PP on areas of weakness.	To ensure that all students have the individual assistance that they need in certain areas.	General revision sessions have not provided the focus that students need.	Curriculum lead and PP Ambassador will monitor assessments and target the students who need extra tuition in certain areas	CL's/PP Ambassadors, RAG group/SLT	Half-termly	Using PixL data and department assessments, students will be identified for either one off or series of revision sessions to cover certain aspects of the curriculum.
B, C & D. Breakfast Club	To ensure that all FSM students have access to food/drink first thing in the morning	It was noticed that a number of FSM students were spending their lunch money at breakfast for breakfast items.	PP Assistant to monitor who attends and what they have to eat/drink. All food supplied is healthy options such as cereals, cereal bars, fruit juice etc.	JO	On-going	PP Assistant invited just these students at first and it immediately had an impact on not only them having lunch money to use at lunch, but has also helped with students attending school and on time. The plan is to roll this out to all FSM students to ensure that they all have the same opportunity to start the day not hungry. Letters will be sent to all parents of FSM students.

B, C & D. Homework Club at lunchtimes	To ensure that all PP students have the opportunity to access the internet and have support with homework.	A number of PP students do not have access to the internet at home and/or parents that are able to support students with homework. Negative points/detentions are being given for homework not being completed.	PP Assistant and Teachers will encourage students to attend to enable homework to be completed and progress to be made and also reduce the amount of negative points/detentions received by these students.	JO	On-going	
Total budgeted cost						£
<b>iii. Other approaches</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Evidence and future planning.</b>
E. Raising Aspiration Days.	To show PP students from all year groups, what is on offer at university and help raise their own aspirations.	2014 DofE school study found that visits were 'universally felt to be an invaluable activity' particularly when started at an early age.	Working closely with universities to ensure a insightful and engaging day is offered each time.	CK	After first visit.	Contact local and Oxbridge/Russell Group universities.
D. Attendance Meetings.	Improved attendance for PP students	Students need to be in school for them to achieve their full potential.	Continued monitoring of PP student's attendance and interventions put in place for students who cause concern.	JMB/SV/JO/CK	Termly.	Regular meetings held between SV and JO. JO started to meet with individual students regarding attendance. The impact of the meetings on % figures was hard to show as the individual meetings started later in the year. These meeting to continue this academic year as they were deemed as very beneficial.
B. Daily revision sessions in English and Maths with specialist subject teachers for all Year 11 students, replacing tutor	Improved progress made by students.	Interventions with specialist teachers far more productive at this stage than tutor periods spent on independent revision. (EEF toolkit).	Learning walks, tracking of delivery by HOD's.	HOD'/SLT.	July 2019	These were put in place from Easter 19. Tutor periods were replaced with targeted revision sessions for all students in English, Maths and Science. This will be timetabled again for the next exam period.

periods leading up to exam period.						
A & B. Accelerated Reader	To motivate students to read more and raise engagement with reading. Also, to raise reading levels.	Proven record of raising reading levels.	Monitored closely by English department and librarian.	MW/EF	Termly	Sustained book borrowing at the correct levels and improvements in reading age. We are a beacon school for accelerated reader and will continue to provide this for our students.
A & B. Maths Ninja	Improved progress in Maths across Years 7 & 8.	Fun and engaging activity used in Maths lessons to improve progress in this area. Recommendations from other schools using it.	Delivered by Maths teachers and monitored by Maths department.	HOD/maths team	termly	This has been received well by staff and students. Students have been engaged and motivated by it. It enable staff to track their level of mental arithmetic. This has been taken over by the maths department as they feel it was very successful after being introduced last year.
B, C, D & E. Music lessons	To build self-confidence and engagement in school.	This gives equal opportunities to PP eligible students to engage in an area that otherwise would not be available to them, due to the costs involved. Helps to engage students in school and give them confidence in areas where they can achieve. The uptake of lessons has increase significantly.	Monitored by the Head of Music and PP assistant.	Music department/JO	July 2019	A review was undertaken regarding if parents should pay a contribution towards the costs of this, however, it was felt that many of the students would then have to stop these lessons due to funding so we will continue to fund them 100%.
B & D. Transition meetings with parents who children are eligible for PP.	Increased engagement with school at the earliest opportunity.	Parent able to start to build strong working relationships with school and this will then hopefully continue throughout their time in secondary school.	Monitoring of attendance of parents to pre-arranged 1-2-1 meetings. Follow up on these if necessary.	JO/CK/NC/SL T	July 20	Parents of Year 7 students and those with poor attendance, will be invited to come in, in the Autumn term. A more robust system to be put in place to collect information on PP students prior to transition.
Tracking of PP funding for individual students.	To ensure that all students have appropriate opportunities.	To track accurately what students are accessing as regards funding.	Regular monitoring of it by PP assistant and PP co-ordinator.	JO/CK	April 20	This is done via Edukit, to ensure that students that they have access to the same opportunities of other students. This will continue until April 20.
B, C, D & E. Key members of staff	Various outcomes from reducing	Without these key members of staff and the	We review best practice, locally and nationally. We	SLT.	On-going.	The Think Family worker will work with PP students where appropriate.

employed including a Think Family Worker, PP Assistant P/T and Attendance Officer.	behaviour incidents, Mental Health well-being, family support, engagement with school and ultimately better progress achieved by students.	impact that they have on a daily/weekly basis with students who are eligible for PP, they would not make the progress that they do.	want to ensure we get the best outcomes for our students. We adapt our practices if we find evidence that we can work smarter with our students with funds that we have available.			
B, C & E. Game Changer Programme delivered by Albion in the Community.	Students more equipped to cope with the challenges that they face socially, in education and their well-being.	This has been adopted in other Area A schools and the feedback about the impact it has had on students has been very impressive.	Changes in behaviour will be monitored by student managers, the delivery of the programme will be monitored by PP assistant.	Student managers/JO	April 20	Three groups of ten students one cohort each at Key Stage 3 will start the eight week programme, we will assess after this the impact and if we continue to offer this.
<b>Total budgeted cost</b>						<b>£142,800.00</b>

<b>C. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018-2019</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Quality Assurance system to monitor the standards of teaching and learning.	Ensure that disadvantaged students receive quality first teaching and effective wave one intervention.	QA system is now in place and continues to develop to ensure that quality first teaching is visible in all lessons.	Department and individual support plans have been put in place to support departments and individuals where a need was identified. We will continue to implement and develop this system.	£5,000
Accelerated Reader Programme for Years 7 & 8. Also some Year 9 students choose to do it.	Raise literacy levels.	This continues to help raise literacy and reading levels across the Key Stage.	We will continue to implement this but plan to look how we can deliver even better outcomes.	£3,622

Additional revision support for KS4 students. Provided through a timetable of tailored early morning and after-school revision sessions & holiday revision sessions.	To reduce the attainment gap between PP and global students and national figures		Our focus is now on ensuring we narrow or eliminate the gap between the progress made by PP student and global students.	£5,000
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## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Specific tracking and data recording for PP students.	100% of PP eligible students to make good progress across a range of subjects.	Tracking systems were not fully in place to have the desired outcomes that we aimed for. More PP students were entered for EBacc subjects than had been before.	We are now a PiXL school and are using various strategies to monitor and improve student progress. We have also set up a new progress database to track the progress of all PP eligible students regardless of the Key Stage. These strategies will continue.	£1,552
New behaviour policy in place from Sept 2018	Behavioural issues addressed and reduce the number of exclusions.	This has been very successful in ensuring all incidents of poor behaviour are addressed in a consistent and fair manner. All student's behaviour points are monitored on a regular basis and interventions put in place where necessary.	The new behaviour policy has taken workload off individual teachers and all incidents are dealt with centrally. This has been reviewed to improve student behaviour and attitude to learning.	£1,500
Attendance Officer employed part-time, from Nov 17	Increased attendance for PP students in line with or exceeding whole school target.	Attendance figures show that this has had an impact on attendance. However, as some of the PP students are PA this does bring down the overall PP attendance figures.	We need to build strong working relationships with PP eligible students at the earliest opportunity when they join the school. This should have an impact on attendance in the long-term. Initial meetings will be set up with parents once school places have been allocated.	£1,280

## iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

Key members of staff employed.	Various outcomes from reducing behaviour incidents, Mental Health well-being, family support, engagement with school and ultimately better progress achieved by students.	Without these key members of staff and the impact that they have on a daily/weekly basis with students who are eligible for PP, we wouldn't have made the progress that we have with these students over the last year.	We are continually looking at best practice, not only in local schools but nationally on how we can use our staff to get the best outcomes for our students. We adapt our practices if we find evidence that we can work smarter with our students and the funds that we have available.	£88,427
Music lessons	To build self-confidence and engagement in school.	Many PP eligible students engaged in music lessons, who otherwise would not have been able to have that opportunity due to financial restrictions.	We need to ensure that all students eligible for PP funding are aware of this opportunity and a review on how the peripatetic music teachers are paid for these lessons will be undertaken as from September 2019.	£4,800

#### D. Additional detail

- A significant amount of the PP funding is used to employ key members of staff to support PP and global students in our school.
- We recognise that by raising the levels of progress for PP students with qualify first teaching for example, that this will impact on global students.
- Some of the interventions are targeted at PP students, however, we would never exclude global students from attending, such as revision class, webinars etc.
- We recognise that by raising standards and expectations across the whole community of the school, we are providing a better quality of educational experience for everyone.
- We also have a significant number of Service Pupil Premium student who generate a different form of pupil premium funding. This we acknowledge, cannot be used for the same purposes as the Pupil Premium that this document covers. We are however, looking at ways that we can best support the pastoral needs of these students, particularly when parents are on deployment.