



Everyone is a learner and everyone is a teacher

The Bourne Academy Development Plan 2018/19 – Disadvantaged Action Plan

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:

Ambitious, Self-confident, Physically Literate, Independent Learners, Resilient, Emotionally Literate

“Disadvantaged” or “Pupil Premium” (PP) funding is provided to schools to address the current underlying inequalities and close the attainment gap between children eligible for free school meals (FSM) and their peers. Pupils are eligible for this funding if they have been registered for FSM at any point in the last 6 years or if they are looked after (in care).

From March 2014, the rate of Pupil Premium funding was set at £935 per eligible student. Funding is based on the number of eligible students at the time of the January 2017 census, rather than the number on roll during the academic year.

The Academy will seek to provide an inclusive education for all students that does not marginalise or disadvantage students from more challenging backgrounds. This approach is also in recognition of the relatively high proportion of students in the Academy who may at some point in their education have been eligible for FSM.

In November 2014, Ofsted stated - *"The group of students who are known to be eligible for the pupil premium achieve well. In 2014 they achieved comparable grades to the average for similar students nationally and in line with the rest of the school. This level of achievement is maintained by the school's relentless approach to targeted support for pupils eligible for the Pupil Premium."*

Detailed below are the various interventions the Entitlement Coordinator and Head of Entitlement have put in place to support PP students in the academy:

Desired Outcome	Action	How impact will be measured
PP students to have access to the same resources as all non-PP students	50% discount on all trips of educational merit for PP students	Amount of PP funding provided to PP students for trips to be collated by CT; impact also measured related to various outcomes proposed by co-ordinators of trips.
	PP students to be provided with ad-hoc financial support when teachers identify need for resources e.g. catering equipment, PE kit etc.	Amount of PP funding provided to PP students for resources to be collated by CT
	PP Success Evening to be held for all Year 11 PP students to inform parents about how to support students' revision in the run-up to exams as well as to provide all students with a PP resource pack for each subject they study.	Attendance at PP Success Evening to be recorded by ER; predicted grades in all subjects measured monthly at each Progress Tracking.
	Entitlement Coordinator and Head of Entitlement to meet with specific Heads of Department during their line management to discuss the PP strategies in place for that subject.	Attendance at PP line management to be recorded by RG.

	Regular Young Carers group held for all students who have a caring role at home. Students provided with rewards/extra pastoral support/resources where needed.	Progress of Young Carers monitored by AP; progress also monitored after every assessment data deadline
PP students to achieve a better or same Progress 8 score as the average for non-PP students nationally	Head of Entitlement and Entitlement Coordinator to allocate £10,000 PP funding across various departments to help Heads of Department to implement subject-specific PP interventions.	Heads of Department to include PP funding costs in their department's Action Plan for 2017/18. RG and ER to grant funding to departments on a needs basis. Heads of Department to monitor impact of additional PP funding on their PP students and report data back to ER/RG.
	All Y11 PP students to attend Study Club revision sessions for Maths, English and Science and to attend Additional Learning revision sessions in subjects where they are currently not making expected progress.	Study Club/Additional Learning registers to be kept by class teachers; progress of PP students to be monitored in monthly Progress Tracking meetings.
	Heads of Science, Maths, Humanities and English to meet with SLT each month to discuss PP students with negative progress scores and interventions to be put in place	Interventions and progress monitored through departments' line managements and GEMS meetings (Getting English, Maths and Science)
	Line Managers to discuss individual class' PP data with teachers; teachers to target key PP students with negative progress each month.	Interventions and progress monitored through departments' line managements and Progress 8 data spread sheets.
	Assertive Mentoring meetings to be held with every Year 11 PP students to discuss their progress/areas they need to improve/individual support they need	Notes from Assertive Mentoring Meetings to be recorded on Progresso by Assertive Mentors
	Study skills session x2 to be held by external agency – PP Year 11 students to have priority for places	Progress of PP students to be monitored in monthly Progress Tracking meetings.
	Small-group revision skills workshops to be held internally every Wednesday afternoon from January onwards (Science, Maths and English focus)	Progress of PP students to be monitored in monthly Progress Tracking meetings.
95% of PP students to make expected levels of progress in Maths.	STEM mentoring programme run in conjunction with Bournemouth University - undergraduates to support G&T PP students in Maths and Science lessons fortnightly.	Predicted grades in Maths and Science, measured monthly at each Progress Tracking.
	Higher paper "flashcards" revision resource provided to all PP Maths students in sets 1 and 2	Mock exam results; predicted grades in Maths and Science, measured monthly at each Progress Tracking.
	Foundation paper "flashcards" revision resource provided to all PP Maths students in foundation sets	Mock exam results; predicted grades in Maths and Science, measured monthly at each Progress Tracking.
	Maths "exam resource" pack provided for all Maths students, including vital maths equipment for exams/revision	Mock exam results; predicted grades in Maths and Science, measured monthly at each Progress Tracking.
95% off PP students to make expected progress in English	All English Literature revision books to be offered to PP students at heavily discounted price	Mock exam results; predicted grades in English Language and English Literature, measured monthly at each Progress Tracking.
	All English PP Students to be encouraged to keep a new vocabulary list in the back of every book in an effort to widen vocabulary, with all teachers helping students learn new vocabulary and their meanings.	Predicted grades in English Language and English Literature, measured monthly at each Progress Tracking.

	Targeted PP students to receive literacy tuition to support general writing skills (lower ability) – using the SOUND literacy training programme.	Predicted grades in English Language and English Literature, measured monthly at each Progress Tracking. Reading and spelling ages of students, recorded at the start and end of each round of literacy intervention.
Improvement in the attendance figures for PP students – Y11 PP students with attendance below 95% to be targeted.	Educational Social Worker, Entitlement Coordinator and Head of Entitlement to periodically take the minibus around the local area to pick up students with low attendance at school.	Attendance tables, measured each month in Attendance Meetings
	£10 shopping vouchers for PP students in Attendance Group who improve their attendance figures between November 2016 and February 2017	Attendance tables, measured each month in Attendance Meetings
	Confidential student phone number directory to be piloted with Year 11 PP students so regular contact can be made to ascertain reasons for absence/relay messages about key dates e.g. Saturday revision schools, study clubs etc.	Attendance tables, measured each month in Attendance Meetings
	PP G&T students to be given priority for all trips to university, including Cambridge University, Oxford University, Southampton University and Bournemouth University	Data to be collected about year 11 post-16 destinations throughout 2017/18 in career meetings.
	Malaga Trip for a targeted group of PP/G&T students who complete a six-week resilience building and post-16 programme and who maintain a good AtL, attendance and show progress in their Progress 8 scores throughout Y11.	
An improvement in the Attitude to Learning (AtL) of some targeted PP students	Targeted Y10 and Y11 PP students to be placed in AtL competitions. Students receive an AtL score each lesson and an average is worked out for the week. Prizes given out for those with an average AtL above 2 and sanctions for those below 3.	AtL data to be collected digitally by ER and reported back to Heads of House
All staff to be aware of effective interventions for PP students and aware which students they that are PP	Several CPD sessions to be run throughout the year by ER on Pupil Premium, effective interventions and tackling challenging behaviour. Progress of PP students to be a focus in Subject Leads and Coaching Team meetings.	CPD feedback forms
	PP focus for a “book look” in each department	Results of book looks discussed by Line Managers with MA
	PP data to be included on all lesson plans and seating plans	Results of lesson observations to be discussed with teaching staff and RB.

Pupil Premium Spending at The Bourne Academy

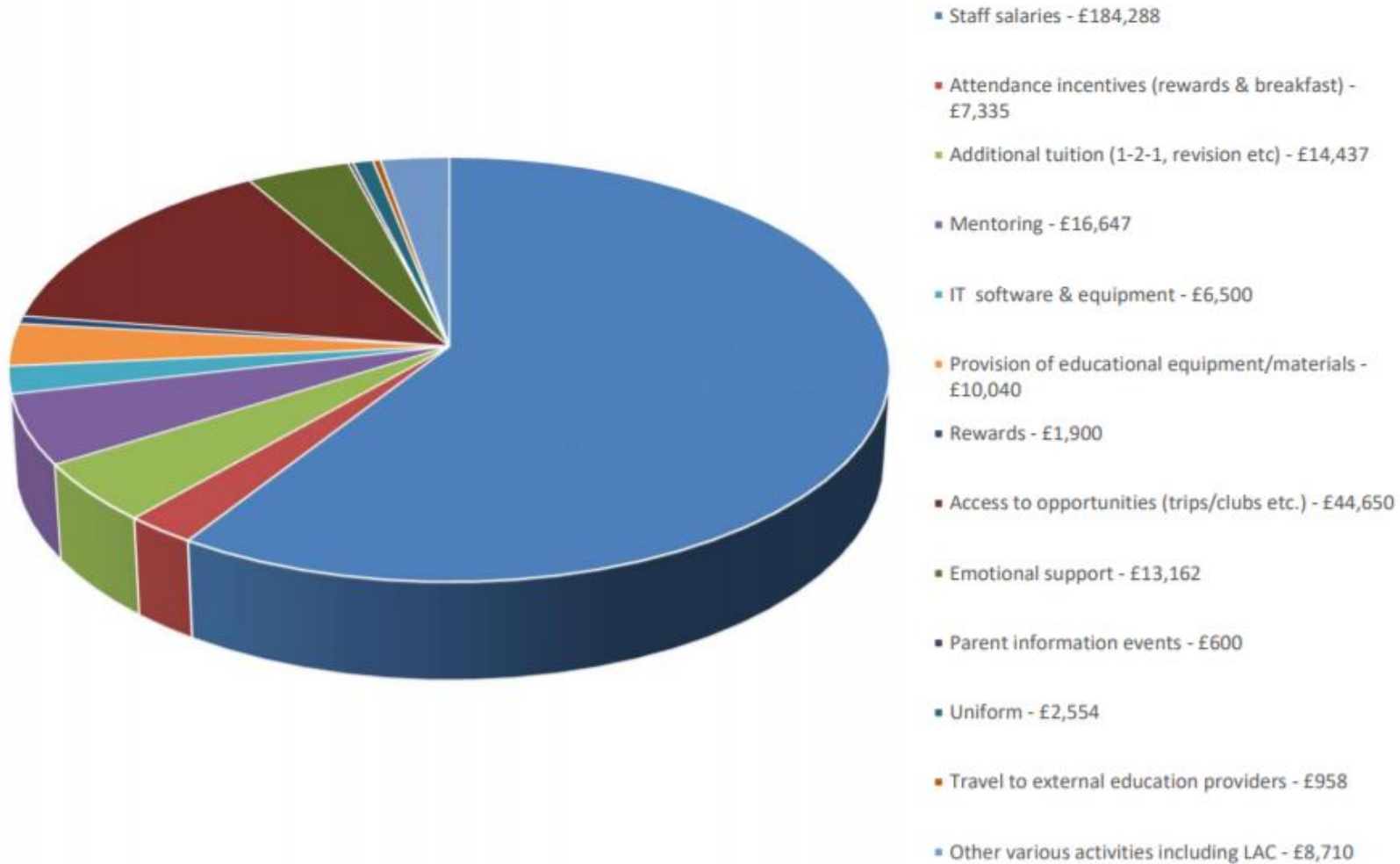
Disadvantaged (hereafter Pupil Premium or PP) funding is provided to schools to address the current underlying educational inequalities that exist between PP students and their non-PP peers. Students are eligible for the Pupil Premium funding if: they have been registered for Free School Meals at any point in the last 6 years; they have been in care consistently for a period of 6 months or more (Looked After Children or LAC) or are children of service personnel.

In March 2014, the rate of Pupil Premium funding was increased to £935 per eligible student; the funding for Looked After Children was increased to £1900 per LAC student per year. Funding is based on the number of eligible students

at the academy at the time of the January 2017 census, rather than the number of students on roll during the academic year. As such, whilst currently we have 335 PP students and 10 LAC students on role, this figure is likely to change throughout the year, especially after the January 2018 census. For the academic year 2017/18, The Bourne Academy will have a Pupil Premium budget of approximately £332,225, although this funding is provided on a financial, not academic, year basis.

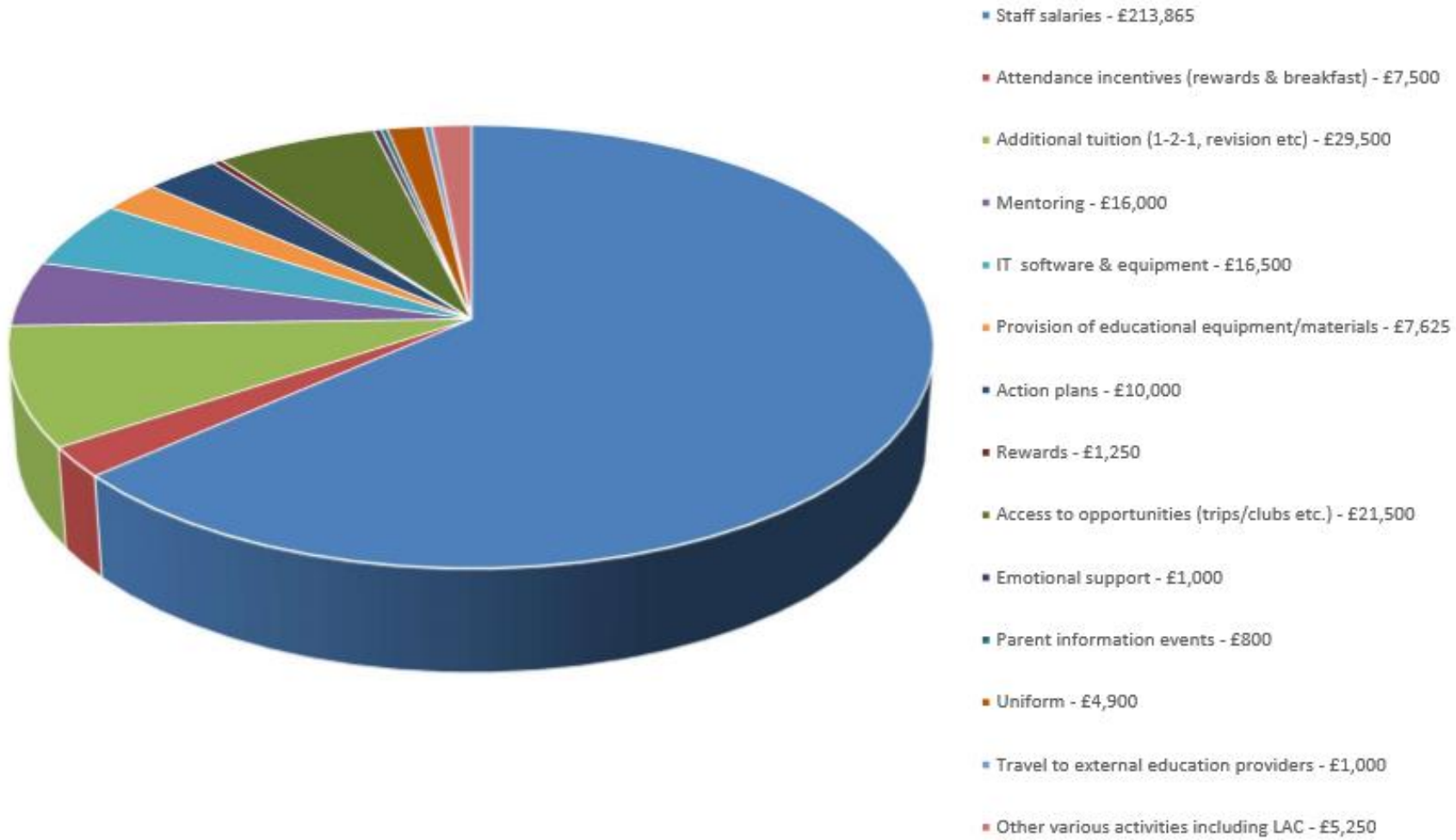
Disadvantaged Spending 2016/17

Disadvantaged Student Funding- Spend for 2016/17



Disadvantaged Spending Forecast 2017/18

Disadvantaged Student Funding - Budgeted spend for 2017/18



The Bourne Academy's PP data – main figures 2016/17 (Validated data is not yet available for 2017/18)

Measurement	The Bourne Academy 2016-17			
	Whole Cohort	PP	Non-PP	Gap
Progress 8	-0.38	-0.46	-0.26	-0.20
5 A* to C (EM4+)	48.30%	43.08%	52.44%	-9.36%
5A* to C (EM5+)	27.89%	23.08%	31.71%	-8.63%
English and Maths 4+	51%	44%	56.00%	-12%
English and Maths 5+	27.89%	26.32%	31.71%	-5.39%
English 4+	68.03%	63.08%	71.95%	-8.87%
English 5+	53.74%	49.23%	57.32%	-8.09%
English Progress Score	-0.16	-0.23	-0.01	-0.22
Maths 4+	59.18%	56.92%	60.98%	-4.06%
Maths 5+	30.61%	26.15%	34.15%	-8%
Maths Progress Score	-0.45	-0.66	-0.28	-0.38
1 Science A* to C	44.90%	36.92%	51.22%	-14.30%
2 Science A* to C	34.10%	26.15%	40.24%	-14.09%
3 Science A* to C	16.33%	12.31%	19.51%	-7.20%

As can be seen in the table above, at The Bourne Academy (and indeed nationally), there is still a trend of PP students under-performing compared to their non-PP peers. However, it is important to note that **The Bourne Academy's gap in 2016-17 is significantly narrower than its gap in 2015-16 and the gap nationally in 2016.**

The Bourne Academy's PP data within the context of the national picture 2016/17

TBA (2016-17) vs National (2016)			
	PP (TBA)	Non-PP (National 2016)	Difference
Progress 8	-0.46	0.1	-0.56
A* to C (English and Maths)/English and Maths 4+	44%	70.60%	-26.60%
	PP (TBA)	PP (National 2016)	Difference
Progress 8	-0.46	-0.38	-0.08
A* to C (English and Maths)/English and Maths 4+	44%	43.10%	0.90%
	TBA	National 2016	Difference
Progress 8 Gap	-0.20	-0.48	0.28
A* to C (English and Maths)/English and Maths 4+	-12%	-27.40%	15.40%

The above table compares The Bourne Academy 2016-17 to national figures available from 2016. **At The Bourne Academy, PP students out-performed PP students nationally in the A* to C in English and Maths measurement (NB: from 2017, this is measured as 4+ in English and Maths).**

Furthermore, **the "internal gap" (which is the gap between PP and non-PP students at The Bourne Academy only) for 2016-17 was significantly narrower than the national gap in 2016 for both the Progress 8 and the A* to C in English and Maths measurements.**