

Capita Education Resourcing

Learning and Development

**The Bourne Academy**

**The Bourne Academy Pupil Premium Audit**

**January 2014**

**Report on the effective use of the Pupil Premium at The Bourne Academy**

This is now my second series of visits to the Academy in order to evaluate the use of PP at the Academy. The Academy’s commitment to being proactive in how it seeks to close the gap for its PP students is outstanding. The data clearly shows a significant shift in closing the gap with relative percentage points show PP students now performing on a level with non PP students in certain cohorts and subject areas. One of the most outstanding features is the level of engagement from the students in the process of closing the gap for themselves and their peers, including frequently giving feedback on the success of interventions. An example of this was the student response to the use of ‘bank’ days which they saw as significant. This feedback was acted upon by senior staff to ensure the profitability of such days.

All recommendations in my previous report have been acted upon and will be commented on later in the report.

The staff leading on the effective use of Pupil premium: Mr Hayward, English Teacher, and Mr St John, Assistant Vice Principal, working with Catherine Turner, Finance Director and with the involvement of the Governors, ensure that maximum benefit is achieved from the Pupil Premium, and the Academy’s interventions are proving to be hugely effective:

The analysis of the Academy’s data has been outstanding and has ensured that there is an accurate profile of the Academy’s FSM cohort. This includes attainment and progress as well as wider outcomes such as attendance, exclusions, participation in after Academy and extra-curricular activities, engagement with homework and parents’ attendance at parent consultations and other events.  The decision about which strategies to employ has been informed by the Academy’s data analysis, the size of the FSM cohort, the particular needs of individuals within the cohort and the research evidence that is available about strategies to raise the attainment of vulnerable learners, such as toolkit examples from Sutton Trust.

Based on the data, Mr Hayward has designed the most appropriate use of Pupil Premium for the Academy. The Pupil Premium funding has not been simply absorbed into mainstream budgets but has been carefully targeted at the designated children. There are rigorous systems in place to evaluate the impact of the strategies that have been put in place. The ultimate objective will be to raise the attainment of pupils eligible for FSM and CLA. However, the effectiveness of the Academy’s strategies has been enhanced by monitoring shorter term outcomes. Since my last visit the Academy has done a complete analysis on each year group and the current PP gap in between each year group, with a list of interventions for each year group against national data as agreed previously.

Mr Hayward has led CPD sessions on PP based on ‘joining the dots’ intervention. Following this a spreadsheet has been created for all subjects which will be completed by members of staff to give an overview of all interventions. It is an important tool that allows staff to reflect on which interventions are currently taking place so that the different departments can evaluate their effectiveness. It was exciting to observe first hand how the use of aspirational language by the staff team had been embraced in order to raise the expectations of PP pupils in the classroom.

The Academy’s website now reflects the breadth of creative interventions that are being employed and allows parents and carers to see how and why funds are allocated.

Jonathan Newport

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Director Learning & Development

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