



Everyone is a learner and everyone is a teacher

## **The Bourne Academy Development Plan 2019/20 – 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 2018 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.

<b>Desired Outcome</b>	<b>Action</b>	<b>How impact will be measured</b>
<b>PP students to have access to the same resources as all non-PP students</b>	25% 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	Attendance at PP Success Evening to be recorded by VP; predicted grades in all

	to provide all students with a PP resource pack for each subject they study.	subjects measured monthly at each Progress Tracking.
	Heads of Department to discuss the PP strategies in place for that subject during their line management	Attendance at PP line management to be monitored by VP.
	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
<b>PP students to achieve a better or same Progress 8 score as the average for non-PP students nationally</b>	VP 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 2019/20. VP 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 VP on request.
	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 every two weeks, to include discussing 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.
	LT/SL's to meet with teachers of under-performing classes at each assessment point – PP progress to be part of this meeting	Interventions and progress monitored through departments' line managements and Progress 8 data spread sheets.
	Assertive Mentoring meetings with all Year 10 PP students to discuss their progress/areas they need to improve/individual support they need. This may reduce need for interventions in Y11.	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.

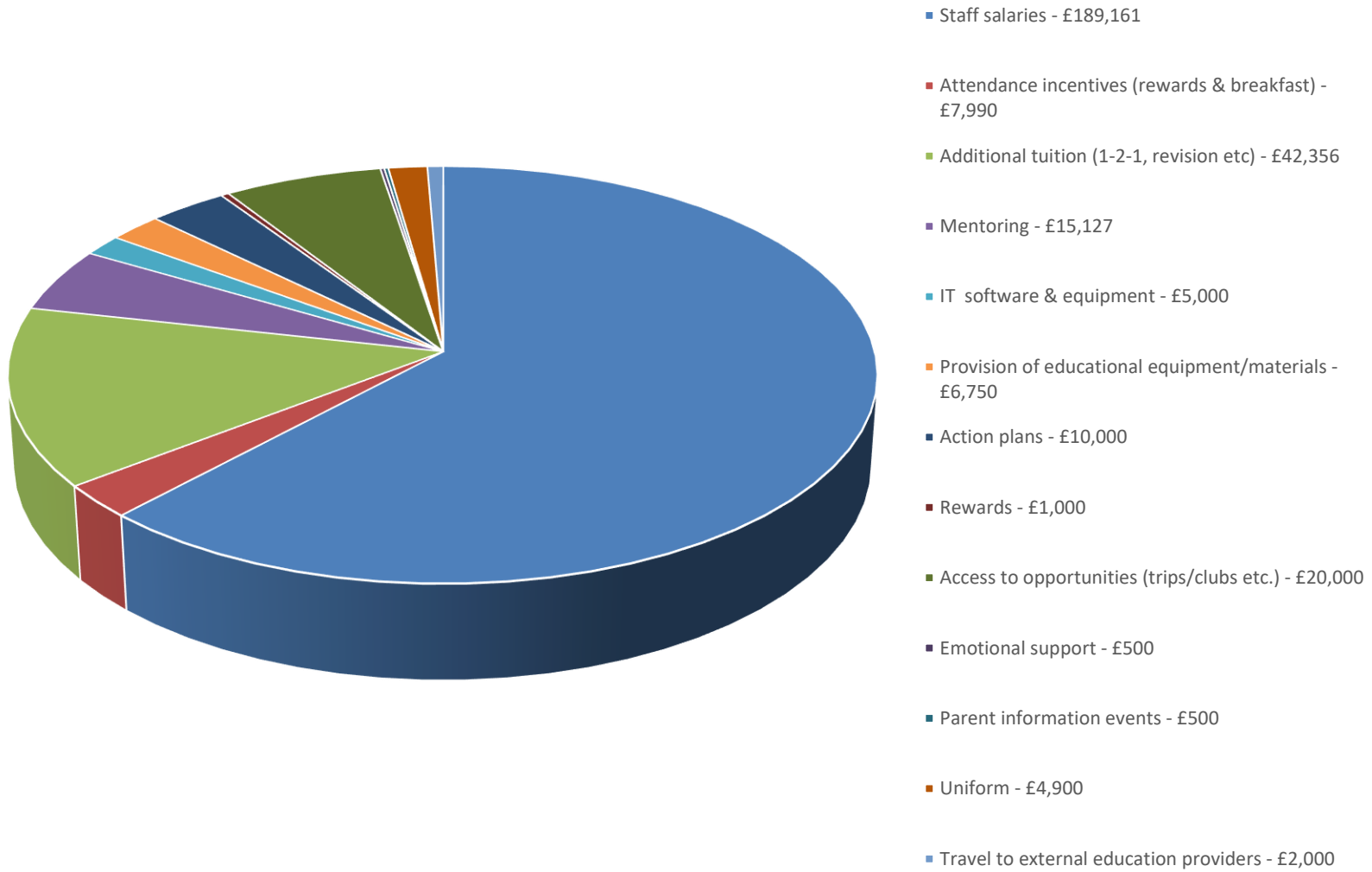
	PP students with low P8 score to be prioritised for additional qualifications in conjunction with particular student needs, where available and appropriate for student needs	Attainment outcomes of relevant
<b>95% of PP students to make expected levels of progress in Maths.</b>	STEM mentoring programme 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.
	Targeted Y9 boys to receive mentoring from Canford students	Monitor AtL and progress of these students. Also book looks
	Introduce breakfast peer-to-peer mentoring scheme for Y11	Mock exam results; predicted grades in Maths and Science, measured monthly at each Progress Tracking.
	Introduction of Y11 Maths tutor groups from Easter	Visit tutor groups to monitor quality of provision
<b>95% off PP students to make expected progress in English</b>	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.

	Additional learning sessions to contain at least 50% Disadvantaged students	Predicted grades in English Language and English Literature, measured monthly at each Progress Tracking.
	Purchase visualisers to use in all classrooms, and staff to be trained – PP students to benefit from live modelling	Monitor booking system to measure popularity
	Targeted KS3 boys to receive mentoring from Canford students	Monitor AtL and progress of these students. Also book looks
	Survey Disadvantaged boys in Y10 and 11 to ascertain what would help them in English – implement viable suggestions	Monitor through LM – forward results/ideas to ASJ
<b>Improvement in the attendance figures for PP students – Y11 PP students with attendance below 95% to be targeted.</b>	Educational Social Worker to periodically pick up students with low attendance at school.	Attendance tables, measured each month in Attendance Meetings
	£10 shopping vouchers for PP students in Y10 Attendance Group (4% worse than ‘others’) who improve their attendance figures between November 2019 and February 2020	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 2019/20 in career meetings.
<b>An improvement in the Attitude to Learning (AtL) of some targeted PP students</b>	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 ASJ and reported back to Heads of House
	Ensure key PP students are included in SLT target/competition groups	AtL data to be reviewed regularly by SLT

<b>All staff to be aware of effective interventions for PP students and aware which students they that are PP</b>	All staff to contribute to a Y11 PP 'register' incorporating student context and individual strategies for these students	Completed register accessed by all staff
	Expand register above to include other years, starting with current Y10	Y10 completed by end of academic year
	Progress of PP students to be a focus in Subject Leads, book looks, pop-ins and Coaching Team meetings.	'Lessons learned' data
	PP focus for a "book look" in each department	Results of book looks discussed with Line Managers and fed back to LT
	PP data to be included on all lesson plans and seating plans	Results of lesson observations to be discussed with teaching staff and RB.

**Disadvantaged Spending 2018/19**

Disadvantaged Student Funding - Budgeted Spend for 2018/19



**The Bourne Academy's Disadvantaged data – main figures 2018**

<b>Measurement</b>	<b>The Bourne Academy 2018</b>				
	<b>Whole Cohort</b>	<b>Disadvantaged</b>	<b>Non-Disadvantaged</b>	<b>2018 Gap</b>	<b>2017 Gap</b>
<b>Progress 8</b>	0.09	-0.24	0.26	<b>-0.50</b>	-0.20
<b>English and Maths 4+</b>	60%	50%	63%	<b>-13%</b>	-12%
<b>English and Maths 5+</b>	34%	32%	35%	<b>-3%</b>	-5%
<b>English 4+</b>	74%	66%	78%	<b>-12%</b>	-9%
<b>English 5+</b>	60%	53%	63%	<b>-10%</b>	-8%
<b>English Lang progress</b>	0.20	-0.03	0.31	<b>-0.34</b>	-0.36
<b>English Lit progress</b>	0.30	-0.01	0.45	<b>-0.46</b>	-0.30
<b>Maths 4+</b>	68%	64%	72%	<b>-8%</b>	-4%
<b>Maths 5+</b>	42%	36%	44%	<b>-8%</b>	-8%
<b>Maths Progress Score</b>	0.17	0.06	0.22	<b>-0.16</b>	-0.38
<b>Combined Science</b>	0.01	-0.11	0.09	<b>-0.20</b>	-0.09
<b>Biology</b>	0.05	-0.24	0.15	<b>-0.39</b>	-0.61
<b>Chemistry</b>	0.02	0.06	0.01	<b>0.05</b>	-0.24
<b>Physics</b>	0.23	0.46	0.15	<b>-0.31</b>	-0.23