



Everyone is a learner and everyone is a teacher

The Bourne Academy Development Plan 2020/21 – 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).

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.

This plan has been adapted in light of the Covid-19 pandemic

Desired Outcome	Action	How impact will be measured
PP students to have access to the same resources as all non-PP students	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, musical instruments, revision resources 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 VP; predicted grades in all 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.

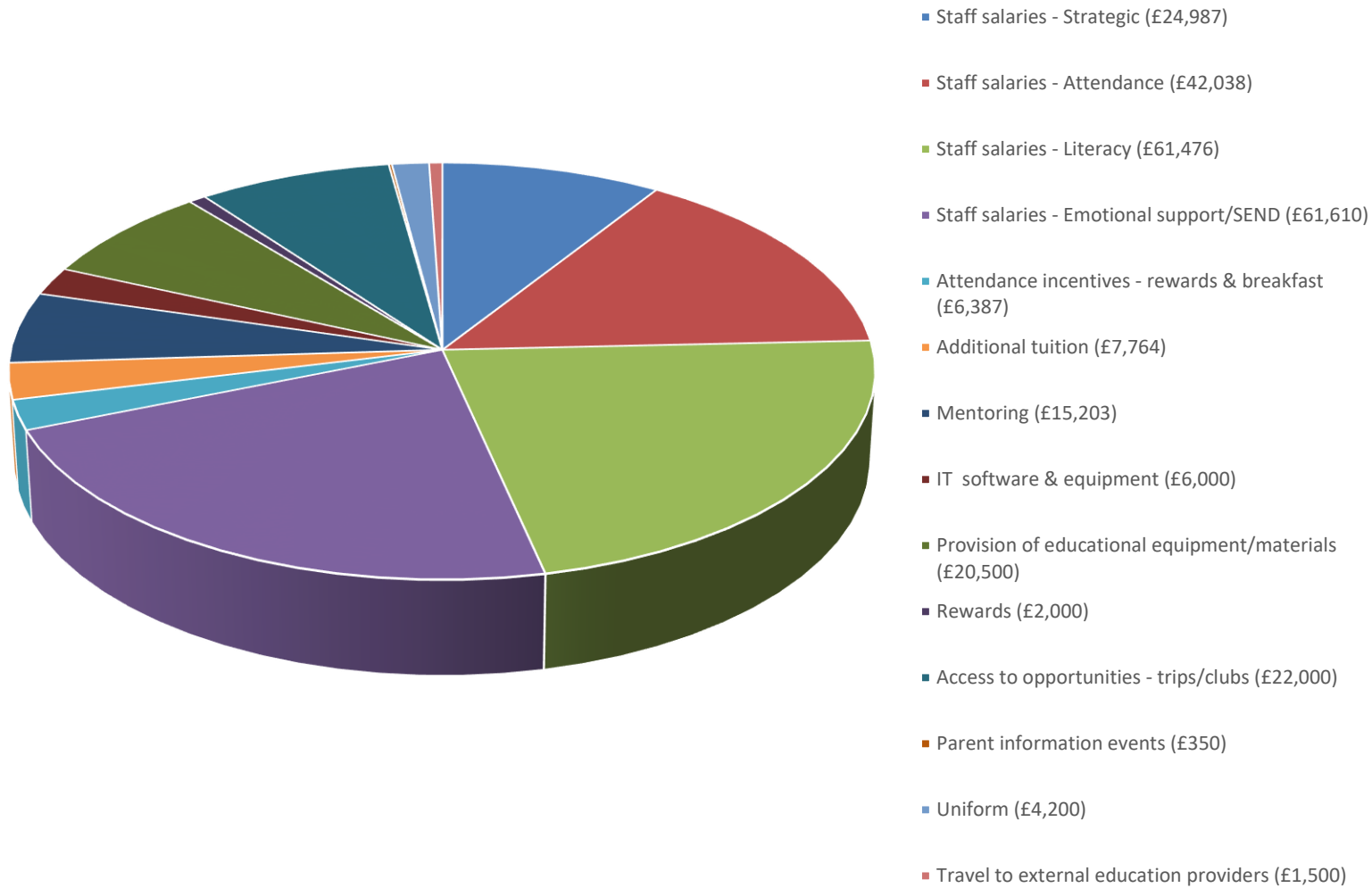
	Regular Young Carers group held for all students who have a caring role at home. Students provided with rewards/extra pastoral support/resources where needed.	Progress of Young Carers monitored by AP; progress also monitored after every assessment data deadline
PP students to achieve a better or same Progress 8 score as the average for non-PP students nationally	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.
	Introduction of a monthly Y10 Progress meeting targeting all Y100 PP with a projected negative progress score – attended by all SL's, HoH and run by Vice Principal	Tracking of progress scores and completion of actions from each meeting
	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.
	Assertive Mentoring meetings with all Year 10 PP students to discuss their progress/areas they need to improve/individual support they need. This will 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.
	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 provision of a calculator	Mock exam results; predicted grades in Maths and Science, measured monthly at each Progress Tracking.
Introduction of Y11 Maths tutor groups	Visit tutor groups to monitor quality of provision.	
95% off PP students to make expected	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.
	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.

progress in English	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
	Introduction of Y11 English tutor groups	Visit tutor groups to monitor quality of provision.
Improvement in the attendance figures for PP students – Y11 PP students with attendance below 95% to be targeted.	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 2020 and February 2021	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 2020/21 in career meetings.
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 ASJ and reported back to Heads of House
	Ensure key PP students are on report to SLT in Spring term	AtL data to be reviewed regularly by SLT
All staff to be aware of effective interventions for PP students and	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

aware which students they that are PP	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 2019/20

Disadvantaged Student Funding - Budgeted Spend for 2019/20



The Bourne Academy's Disadvantaged data – main figures 2018

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