

Cheltenham Bournside School - Pupil premium 3 year strategy statement (2021-24)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-----------------------------|
| School name | Cheltenham Bournside School |
| Number of pupils in school | 1721 |
| Proportion (%) of pupil premium eligible pupils | 17.8 |
| Academic year/years that our current pupil premium strategy plan covers | Sep 2021- Aug 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Mr Steven Jefferies |
| Pupil premium lead | Mr Matthew Gray |
| Governor / Trustee lead | Mrs Natalie Wheeler |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 285,159 |
| Recovery premium funding allocation this academic year | £ 42,920 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £328,079 |

Part A: Pupil premium strategy plan

Statement of intent

Cheltenham Bournside School recognises the significant challenges that can be faced by students from a disadvantaged background; some of which have been exacerbated by the recent global pandemic. If these challenges are not overcome, many of these students will have lower outcomes and reduced future opportunities as a result.

At part of its vision to “Empower Lives through Learning,” Cheltenham Bournside School relies on every member of staff to support our students to achieve the best of which they are capable. This means extra levels of support across a wide variety of areas for our disadvantaged students, to ensure that they are able to have the same outcomes and opportunities as their peers.

In order to do so, our strategies target three specific areas:

A) Teaching – students will receive the high quality, personalised education they need to succeed in the classroom

B) Targeted Academic Support – students in need of additional intervention and support will be given the help to overcome any gap in their learning

C) Wider Strategies (including but not limited to: attendance, behaviour, careers, participation in extra-curricular activities) – students will have the experience and opportunities needed to become positive members of their school, local and global communities

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Lower levels of literacy/numeracy |
| 2 | Lower levels of attendance |
| 3 | Impact of the COVID-19 pandemic |
| 4 | Lower ambition and exposure to cultural capital |
| 5 | Less parental engagement |
| 6 | Lack of finances to provide appropriate equipment/materials/uniform for learning or participation in school and extracurricular events. |

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|---|---|
| 7 | Staff training and development to be able to effectively apply whole-school strategy to support PP students |
| 8 | Recruiting and retaining the best staff |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| Significantly improve PP Progress 8 score | Achieve top half for progress made by disadvantaged pupils amongst similar schools |
| Significantly improve PP Attainment 8 score | Achieve national average for attainment for all pupils |
| Increase percentage of PP students achieving Grade 5+ in English and maths | Achieve the same English and maths 5+ scores as similar schools do |
| Improve attendance of PP pupils | Reduce the attendance gap from PP to non-PP to 2% or less. |
| Participation in the wider life of school. | PP student participation rates match their cohort percentage in clubs, visits and extracurricular activities. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £190,000 (includes recovery funding).

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Marking and assessment to lead to rapid improvement | +6 learning months for Feedback (EEF Teacher Toolkit) | 1, 7, 8 |
| Curriculum pathways and teaching is precisely matched to the needs of our learners | +4 learning months for Individualised Instruction (EEF Teacher Toolkit) +5 learning months for Mastery Learning (EEF Teacher Toolkit) +6 learning months for Reading Comprehension Strategies (EEF Teacher Toolkit) | 1, 4, 7,8 |
| Recruitment and retention of best staff | Staff able to successfully deliver all of the above | 1, 4, 7,8 |
| CPD | Staff able to successfully deliver all of the above | 1, 4, 7,8 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| National Tutoring Programme – Tuition Partners – 1-1 or small group tutoring in 1 or more CORE subjects | +5 learning months for 1-1 Tuition (EEF Teacher Toolkit) +4 learning months for Small Group Tuition (EEF Teacher Toolkit) +3 learning months for Extending School Time (EEF Teacher Toolkit) | 1, 2, 3 |
| National Tutoring Programme – School-Led Tutoring, | +5 learning months for 1-1 Tuition (EEF Teacher Toolkit) | 1, 2, 3 |

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| focusing on Maths/Science – one-to-one or small group tutoring in 1 or more CORE subjects | +4 learning months for Small Group Tuition (EEF Teacher Toolkit) | |
| Co-ordinated Academic Intervention for targeted PP students who are furthest below in multiple subject areas. | +4 learning months for Individualised Instruction (EEF Teacher Toolkit) | 1, 3 |
| Literacy intervention programme (one-to-one sessions) | +5 learning months for 1-1 Tuition (EEF Teacher Toolkit) | 1 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,079

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Disadvantaged Support Fund of £100 per student | A vast majority of the most significant approaches above require that students are in school. Supporting students to improve attendance allows for access to the above strategies. +4 learning months for Parental Engagement (EEF Teacher Toolkit) | 2, 4, 5, 6 |
| Dedicated attendance follow-up | A vast majority of the most significant approaches above require that students are in school. Supporting students to improve attendance allows for access to the above strategies. +4 learning months for Parental Engagement (EEF Teacher Toolkit) | 2, 5 |
| Behaviour support from the pastoral teams | +3 learning months for Behaviour Interventions (EEF Teacher Toolkit) | 2 |

Total budgeted cost: £ 328,079

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

| Planned Expenditure (as per 2020-21 Strategy and Implementation Document) | Specific Developments and Measurable Impact |
|---|--|
| Specialist teaching of English and Maths – Year 10 and 11 – smaller, specialist intervention groups are being taught by experienced teachers (£32,804) | Significant reductions seen across English subject areas in APS, where the achievement gap roughly halved; not seen as effective in Maths, where the achievement gap remained static. |
| Literacy interventions in Years 7-9 (£21,870) | Student participation and success was determined using NGRT. Participation was through additional sessions using LEXIA software during tutor time. <ul style="list-style-type: none"> • Year 7: 29 students initially included; end of year testing indicated 15 students need further intervention. (48% success). • Year 8: 43 students initially included; end of year testing indicated 19 students need further intervention. (56% success). • Year 9: 41 students initially included; end of year testing indicated 11 students need further intervention. (73% success). |
| Funding for extra-curricular provision etc. to ensure access to all opportunities is provided to all students (£23,700) | Funding was largely devoted to curricular activities due to very few extra-curricular events run throughout the year. <ol style="list-style-type: none"> 1. PP students were contacted and were provided with a device and/or internet access when necessary to ensure full access to the school's online provision. 16 PP students who had not previously attended online learning began to access lessons. |

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| | <p>2. Funding used to provide uniform, equipment and school meals where required, and other parental requests as appropriate, contributing to the holding steady of in-school attendance rates at a gap of 4% between PP and non-PP students.</p> |
| <p>Specialist support for behaviour interventions (£10,935)</p> | <p>Funds donated to the creation of the Bournside Base, which had opened for the Academic Year 2021-22. Impact will be determined in the next academic year.</p> |
| <p>Provision of revision guides for all Year 9-11 disadvantaged students (£10,935)</p> | <p>Revision guides were distributed and purchased for all Year 10 and 11 students, contributing to the estimated reduction of the PP achievement gap for the 2021 leavers cohort to 0.49 based on internal Progress 8 estimation, compared with 0.77 from the 2020 leavers cohort based on internal Progress 8 estimation.</p> <p>Year 9 purchasing was delayed until take-up of GCSE in Academic Year 2021-22.</p> |
| <p>Attendance monitoring and support (by our Pastoral Intervention Team) and safeguarding and pastoral support (£32,804)</p> | <ol style="list-style-type: none"> 1. Attendance figures held steady at a 4% gap between PP and non-PP students in a period of extreme uncertainty due to COVID and school closures and re-openings. 2. During school closure, all PP students were contacted and, when necessary, were provided with a device and/or internet access to ensure full access to the school's online provision. 16 PP students who had not previously attended online learning began to access lessons. |
| <p>Devolved to general teaching (staffing) budget (including CPD) (£65,608)</p> | <ol style="list-style-type: none"> 1. High quality teaching as number one most effective strategy (EEF), leading to an estimated reduction of the PP achievement gap for the 2021 leavers cohort to 0.49 based on internal Progress 8 estimation, from 0.77 from the 2020 leavers cohort based on internal Progress 8 estimation. 2. Launch of the PP FIRST strategy being implemented into the classrooms in June, to be reviewed in the following academic year. 3. Appointment of PP Lead to the SLT, with new 3 year strategy implemented. See Section A and Section B for success criteria and overall impact. |

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| <p>Not yet allocated (dependent on how the above interventions progress, the mid-year evaluation may adjust spend and priorities). This will also allow for behaviour interventions, departmental interventions etc. to also be funded when the need or opportunity arise. Support can also be given for other interventions based on need that may not currently be known.</p> <p>(£20,039)</p> | <ol style="list-style-type: none"> 1. National Tutoring Programme Allocation (funded using Covid Recovery Premium) - Students in the Year 11 Programme made 0.89 improvement between R2 and results in the summer in the subjects for which they were allocated the NTP. 2. Use of staffing hours to ensure all Year 9 students had a one-to-one pre-options meeting to select the most appropriate pathways for GCSE. Overall EBACC entry take-up increased slightly (10 students). However, the gap of PP to all take-up of EBACC entry shortened from 7.2% to 4.2% 3. Use of staffing hours to ensure all Year 11 students and had a one-to-one careers meeting to prepare for future options. NEET data will be available in February 2022 to compare to the previous cohort. |
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|------------------------|----------|
| TuteGo Online Tutoring | Tute.com |

Further information (optional)

A Pupil Premium review conducted by an external consultant in early 2020 determined that Cheltenham Bournside School provides excellent support for our disadvantaged students from a pastoral point of view and has a robust programme to support their attendance. The major challenge identified was that the experience of PP students in the classroom, along with corresponding outcomes, were not good enough in comparison to their peers. This coincided with a push to further increase the quality of teaching and learning for the school overall. Whilst a huge focus is on improving the overall quality of learning in the classroom – especially as PP students represent more than a sixth of the school cohort – it was important to implement a greater focus and importance on additional strategies to support the disadvantaged students, rather than relying on the hope that the rising tide will lift all the boats.

Immediately following these changes was the arrival of the global pandemic, leading to many new urgent challenges arising with significant implications in terms of the support needed for disadvantaged students. This again was evident in the disrupted 2020-21 academic year, where the school was able to provide for the needs of every disadvantaged student for technology or internet, ensuring that all had access to remote lessons. Use of the National Tutoring Programme to support our disadvantaged students was a particular strength, helping the 2021 Summer Year 11 cohort to close the gap on progress from their peers from the previous academic year, as detailed in Section B above.

Trying to prevent the pandemic from further disadvantaging these students and implementing plans to help them catch up from the closure of schools and remote learning has taken significant focus, meaning that some further plans for academic support and intervention have been delayed until this academic year for implementation. Some other programmes, looking at the wider life of the school and cultural capital, can only be partially implemented until the school's wide offering of additional curricular and extra-curricular is fully restored. To help support this process, the decision was taken to move from the previous yearly Strategy and Implementation model to a 3-year strategy as advised by the EEF, with the most significant focus on improving the experiences for disadvantaged pupils in the classroom.

The short, medium and long-term strategies being implemented represent the continuation of previously successful strategies, with new programmes and adaptations of the strategies being determined based on the evidence of impact and on the research provided by the EEF in terms of greatest possible impact.