

# Cheltenham Bournside School - Pupil premium 3-year strategy statement (2023-26)

This statement details our school's use of pupil premium funding to help improve the attainment of our Pupil Premium students.

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 students in school	1831 (incl Sixth Form) 1495 (Y7 – Y11)
Proportion (%) of pupil premium eligible students	22.4% (335 students Y7 – Y11) (increase of 2.4% since last year)
Academic year/years that our current pupil premium strategy plan covers	Sep 2023- Aug 2026
Date this statement was published	September 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr Steven Jefferies (Headteacher)
Pupil premium lead	Mr Leo Kelly (Assistant Headteacher)
Governor / Trustee lead	Dr Neil Wynn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,325
Recovery premium funding allocation this academic year	£20,493
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£325,818</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our vision is that students will have a better chance of success at Cheltenham Bournside School than if they attended any other school in the country.

The Pupil Premium Fund will be used to help support our students with access to resources, opportunities and the very best responsive provision to ensure that our students thrive in our school community, leading to improved and sustained progress in line with their peers.

As part of our vision “Inspiring Lives through Learning,” staff hold exceptionally high standards and go above and beyond, ensuring students are able to meet their full potential. This comes through careful planning, thoughtful and timely support and intervention to ensure we best support and care for all our students’ needs.

In order to achieve this, our strategies target three specific areas:

**A) Teaching** – Students will receive a high quality and adaptive teaching provision through an ambitious curriculum designed to challenge and equip students with the key skills and experiences to excel in their studies and wider school life. This will benefit all students and, in particular, have the greatest impact on closing the pupil premium attainment gap (as per the EEF).

**B) Targeted Academic Support** – A “My Learning Passport” will be created for every pupil premium student to ensure a full range of individualised strategies, including identifying student strengths and barriers to learning. This will be clear so all staff can adapt to, and meet, the needs of every pupil premium student. Early interventions will take place once needs are identified, which will be recorded and monitored in school, including the sharing of these strategies through regular staff CPD, termly T&L newsletter and department and house meetings. The use of department academic tutoring and the National Tutoring Programme will be adopted.

**C) Wider Strategies** – Our wider strategies approach will focus on attendance, literacy and oracy, careers guidance, extra-curricular activities and additional pastoral support, such as mentoring. Students will be equipped with the relevant skills, opportunities and experiences to become ambassadors of their school, and of their local and global communities.

## Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium students.

Challenge number	Detail of challenge
1.	<p><b>Attainment of Pupil Premium students</b></p> <p>To close the GCSE attainment GAP between pupil premium and non-pupil premium students. A particular focus on English, Maths and Science.</p>
2.	<p><b>Attendance</b></p> <p>Bournside FSM6 student attendance on the 19th December 2023 is 86.7% and NA is 86.4%. Non-FSM6 student attendance is 92%. We have used a FSM6 measure as we have a national average figure to compare against, whereas finding an accurate national average pupil premium measure is more challenging. Maintaining and improving on this current figure to reach 95%+ continues to be our target. FSM6 students are disproportionately represented amongst our PA cohort.</p>
3.	<p><b>Literacy</b></p> <p>Our data shows for Year 7 that on entry there are some gaps in reading, literacy and numeracy amongst our pupil premium students. These range from reading ages, vocabulary, comprehension and execution of written ideas onto paper and numeric skills.</p> <p>Assessments on entry to Year 7 show ten PP students (12.3%) arrive with below age-related expectations from their SATS. These receive regular intervention. This does cover some phonics intervention where appropriate.</p> <p>Our assessments, observations and discussions with students and families suggest that the education of many of our pupil premium students continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other students. These findings are supported by national studies (EEF). This has resulted in knowledge gaps resulting in pupil premium students falling further behind age-related expectations.</p>
4.	<p><b>Access to resources</b></p> <p>Some pupil premium students have difficulty accessing resources, ranging from uniform, stationery, IT provision, money for trips and cooking ingredients. A high proportion of our pupil premium budget is spent here supporting students by offering students a range of resources / requests to best support their needs (both direct to the family and asking teachers and support workers for their views). There is significant investment into our annual Activities Week in July to ensure that PP students have the opportunities as their peers.</p>
5.	<p><b>Social and emotional support for students</b></p> <p>Our observations and assessments find that many of our pupil premium students lack belief and self-esteem and need regular support, praise and additional guidance to support their social and emotional development both in and outside of lessons. Additional support is required for some of our pupil premium students reflected in that two of our students are currently LAC, 66% of our students with a social worker are from pupil premium backgrounds and 71% of our students with a child protection plan are from those with pupil premium backgrounds.</p>

6.	<p><b>Access to extra-curricular enrichment</b></p> <p>Our observations show that pupil premium students have a lower attendance rate at extra-curricular enrichment activities. Our vision is to increase participation of these students taking part in extra-curricular enrichment activities. Some barriers can include the cost of the activity, kit or equipment required or ability to stay later after school due to transport, caring responsibilities or other factors. We will provide support to ensure uptake is as high as possible and equipment is no barrier to attending extra-curricular activities.</p>
7.	<p><b>Alternative provision / home learning</b></p> <p>To continue to offer first class alternative provision to those students who struggle to access a mainstream curriculum and who need an adapted learning schedule to meet their specific needs. A small number of students access Academy 21 provision as part of their adapted curriculum.</p> <p><b>Home learning:</b> Some students have a lack of opportunity at home to continue their studies through homework due to a lack of space, quiet time or caring duties. Significant longer working hours for parents and busy family commitments mean it can be a challenge to monitor student work at home.</p>

## 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
1. <b>Attainment of pupil premium students</b>	<p>Improved Progress 8 and Attainment 8 scores for pupil premium student across the curriculum at the end of KS4, with a focus on English, Maths and Science.</p> <p>Closing of the gap between non-pupil premium and pupil premium students</p>	<ul style="list-style-type: none"> <li>- An increase in students achieving a 4+ and 5+ in English, Maths and Science to students nationally.</li> <li>- Staff know who their pupil premium students are and adapt their teaching appropriately (QA checks).</li> <li>- Curriculum is reviewed and monitored by HODs to ensure the correct sequence is implemented to meet the needs of students.</li> <li>- A My Learning Passport to be created for every pupil premium student outlining individualised learning strategies and barriers.</li> </ul>

<b>2. Attendance</b>	Close the attendance gap between pupil premium and non-pupil premium.	<ul style="list-style-type: none"> <li>- Hit national average attendance and aim for 95%+ for pupil premium students.</li> <li>- Reduce gap between pupil premium to non-pupil premium by 2% or less.</li> <li>- Reduce PA list for pupil premium compared to 2022/23.</li> <li>- Continue to run a school morning bus and bagel breakfast to support attendance for those most vulnerable pupil premium students.</li> <li>- Continue to intervene and put measures in place to support improved attendance.</li> </ul>
<b>3. Literacy/numeracy</b>	<p>Increased levels of literacy skills in KS3.</p> <p>Embed Accelerated Reader</p>	<ul style="list-style-type: none"> <li>- Reading tests will show an improvement in reading scores more in-line with expected reading ages.</li> <li>- Embed literacy school strategy, increase in school reading, literacy and oracy development focus both in lessons and tutor time.</li> <li>- Embedding reading for pleasure.</li> </ul>
<b>4. Access to resources</b>	Pupil premium students to have full access to resources in-line with their peers, allowing them to access the full curriculum (both in and outside of school).	<ul style="list-style-type: none"> <li>- A reduction in homework detentions in comparison to 2022/23 using Class Charts to help monitor progress. Provide support / Homework Club and Peer Mentoring for key pupil premium students (delivered by sixth form students).</li> <li>- Access to full uniform for pupil premium students.</li> <li>- Full provision of cooking ingredients for food practical lessons.</li> <li>- Additional music lessons for pupil premium students across all key stages as funds allow.</li> </ul>
<b>5. Social and emotional support for students</b>	Improved social and emotional wellbeing of our pupil premium students.	<ul style="list-style-type: none"> <li>- Ensure our pupil premium students, particularly our CIN, CIC students receive support from internal and external services (such as counselling) to support their social, emotional wellbeing.</li> <li>- Safeguarding concerns to continue being passed to DSL/welfare team.</li> <li>- Boxercise and Jamie's Farm residential trip for pupil premium students.</li> </ul>
<b>6. Access to extra-curricular enrichment</b>	Increased variety of extra-curricular clubs, trips and opportunities and uptake of pupil premium students.	<ul style="list-style-type: none"> <li>- Increased number of pupil premium students attending extra-curricular sessions and trips in and after school compared with 2022/23.</li> </ul>

<p><b>7. Alternative provision and home learning</b></p>	<p>To continue to offer first class alternative provision (Bournside Base) to those students who struggle to access a mainstream curriculum and who need an adapted learning schedule to meet their specific needs.</p> <p>Some students have a lack of opportunity at home to continue their studies through homework due to a lack of space, quiet time or caring duties. Significant longer working hours for parents and busy family commitments mean it can be a challenge to monitor student work at home.</p>	<ul style="list-style-type: none"> <li>- Continue to raise attendance, aspirations, progress in outcomes and reduce suspensions compared with 2022/23.</li> <li>- Increase in praise points and a reduction in the number behaviour points compared with 2022/23 academic year.</li> <li>- Rise in number of pupil premium students who attend homework club after school compared with 2022/23.</li> <li>- Rise in the number of pupil premium families attending parent teacher consultation evenings (PTC) in comparison to 2021/22.</li> </ul>
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## 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: £124,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High quality teaching</b> Using Bournside Teaching Principles and Pupil Premium Priorities</p> <ol style="list-style-type: none"> <li><b>Interrogate YOUR data</b> (i.e. know their backgrounds) <ul style="list-style-type: none"> <li>Data</li> <li>Seating plans</li> <li>Relentless focus</li> <li>Learning Passports</li> <li>Planning / sequencing (including big picture)</li> </ul> </li> <li><b>Identify barriers / adapt YOUR teaching</b> <ul style="list-style-type: none"> <li>Checking in</li> <li>High expectations (no passive students)</li> </ul> </li> <li><b>Inspiring YOUR students (relationship / culture)</b> <ul style="list-style-type: none"> <li>Relationships / optimism / care</li> <li>Contacting home</li> <li>Boosting attendance</li> <li>Identify early interventions</li> <li>Revision / extra-curricular</li> <li>Rewards</li> </ul> </li> </ol> <p>Increased number of classes and hence teachers for Years 10 and 11 English, Mathematics and Science.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their students.</p> <p><a href="https://educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3
<p><b>Marking and assessment to lead to rapid improvement</b> in understanding, knowledge acquisition and progress made towards achieving in-line with peers.</p>	+6 learning months for Feedback (EEF Teacher Toolkit and Guidance Report).	1, 2

<p><b>Enhancement of our maths teaching and curriculum</b> planning in line with DfE KS3 and EEF guidance.</p> <p>CPD to embed key elements of the guidance in school, and to access resources (such as Maths Hub) and CPD offers (including Teaching for Mastery training and collaborating with neighbouring schools to achieve this).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, teach problem solving strategies and help students to develop more complex mental models:</p> <p><a href="https://educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p><b>Improving literacy vocabulary and oracy</b> in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance. Professional development and coaching focused on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>EEF: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English. (<a href="#">EEF Blog: What do we mean by 'disciplinary literacy'?   EEF (educationendowmentfoundation.org.uk)</a></p> <p>+6 learning months for Reading Comprehension Strategies (<a href="#">EEF Blog: What do we mean by 'disciplinary literacy'?   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Academic reading (half termly) in every subject to boost disciplinary literacy.</p> <p>Developing staff through intensive Literacy focused CPD.</p>	<p>1, 3</p>
<p><b>Continue department reviews and ensure our curriculum meets the needs of students</b> today and tomorrow.</p>	<p>Regular reviews of department areas help to highlight strengths, identify areas of improvement needed in teams, including curriculum sequencing, key learning elements and strategies of staff to best support students, especially SEND and pupil premium students. This is key to academic improvement and progression to Post-16 provision (EEF Pupil Premium Interventions).</p>	<p>1,2</p>



<b>Recruitment and retention of best staff</b> – dedicated time will be given to staff to develop skills, collaboration through teaching and learning communities, department meetings, CPD sessions before and after school. This will be delivered through a comprehensive CPD programme to meet career path needs and expectations for staff to best meet the needs of learners. Staff will continue to be encouraged to enrol on NPQs. We will continue our coaching programme to help staff develop and practise strategies developed in CPD sessions.	The EEF states supporting and developing staff through extensive CPD opportunities equips and supports teacher development. (EEF: Effective Professional Development)	1, 2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £74,300** (to cover NTP tutoring: £35,010)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>A My Learning Passport</b> will be embedded for every pupil premium student to ensure a full range of individualised strategies, including identifying student strengths and barriers to learning. This will be clear so all staff can adapt and meet the needs of every pupil premium student.	Evidence from the EEF suggestions diagnosing student needs is essential if you are to build a strategy that supports pupil premium students.	1, 2, 4, 5
<b>National Tutoring Programme &amp; School-Led Tutoring</b> , focusing on English, Maths & Science – one-to-one or small group tutoring in 1 or more core subjects.  This will be developed further and added to our BASE – alternative provision unit to support Y11 learners.	+5 learning months for 1-1 Tuition (EEF Teacher Toolkit). +4 learning months for Small Group Tuition (EEF Teacher Toolkit). (EEF Making a difference with effective tutoring).	1, 2, 3
<b>Department co-ordinated academic intervention (before, during and after school)</b> for targeted pupil premium students who are furthest below in multiple subject areas.	+4 learning months (EEF Teacher Toolkit).	1, 3

<p><b>Embed Accelerated Reader or other literacy programme</b> to boost literacy development, especially for those who are pupil premium students.</p>	<p>Increased levels of literacy skills in KS3. Standardised reading tests will show an improvement in reading scores more in-line with reading ages.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Using Accelerated Reader to help facilitate and monitor reading for pleasure.</p> <p>In September 2023 all students in year 7 and 8 will have a Hodder Reading Test conducted by the SEN department and interventions will be allocated as directed by the Literacy Lead. Years 7, 8 and 9 will also have their reading progress assessed termly using Star Reader assessments.</p>	<p>1, 3</p>
<p><b>TA / intervention support</b> Deploying dept staff / effective TA support to our pupil premium / SEND students.</p>	<p>+4 learning months for Teaching Assistant Interventions (EEF Teacher Toolkit).</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

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

**Budgeted cost: £127,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pupil Premium Support Fund</b> to support students to access school and the curriculum. This can be to support uniform purchases, equipment, trips and visits, food, bus passes, provision of ICT equipment and more. This fund exists to ensure wherever possible that pupil premium students have the same access to opportunities at school as their peers do.	<a href="https://educationendowmentfoundation.org.uk/eef-digital-technology-guidance-report">EEF Digital Technology Guidance Report.pdf</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  <a href="https://educationendowmentfoundation.org.uk/uniform">Education Endowment Fund:Uniform</a>	1, 2, 4, 5, 6, 7
<b>Raising attendance</b> levels of our pupil premium students to NA and in-line with non-pupil premium students towards 95%+. This will include running a minibus to support our most vulnerable families with travel / access difficulties and providing a bagel breakfast each day for every pupil-premium student.  Dedicated attendance follow-up by our attendance, welfare and pastoral staff to ensure that pupil premium students attend school. Phone calls and tutor attendance drives will be coordinated by our attendance team, PP lead, Heads of House and Deputy Headteacher.	The EEF states that rapid attendance interventions rapid evidence assessment. <a href="https://educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment">Attendance interventions rapid evidence assessment   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  +4 learning months for Parental and Student Engagement (EEF Teacher Toolkit).  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.	1, 2, 5
<b>Extra-curricular access and support</b> is provided for all pupil premium students (monitored through SOCS). This is to ensure a rich “Cultural Capital” programme is implemented to support, develop and encourage access and uptake to clubs, trips, activities, etc. in and outside of school.	+4 months - social and emotional learning through life skills and enrichment. <a href="https://educationendowmentfoundation.org.uk/life-skills-and-enrichment">Life skills and enrichment   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  <a href="https://educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2, 4, 5, 6

<p><b>Jamie's Farm and Boxercise</b> supporting wider student needs through counselling, developing confidence, resilience and physical exercise.</p>	<p>Supporting student adolescent mental health develops emotional skills and can reduce symptoms of anxiety and depression. This is supported by EIF's report on Adolescent Mental Health. <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>2, 4, 5, 6</p>
<p><b>Pastoral / welfare, Social and emotional support, well-being, mental health and behaviour</b> support from our pastoral and welfare team to ensure that barriers to learning are addressed. Breakfast provision provided to further support / engage families and students in coming to school (in addition to any free school meal they are provided with)</p>	<p><a href="#">EEF-School-Transitions-Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  +3 learning months for Behaviour Interventions (EEF Teacher Toolkit). <a href="#">DfE:Behaviour and Discipline in Schools</a></p>	<p>1, 2, 5</p>
<p><b>Rewards for students and incentives</b> The rewards system is crucial for ensuring that students are engaged and that their efforts are publicly acknowledged. This is an important part of the school culture.</p>	<p>+1 learning months student progress (EEF). <a href="#">Increasing Pupil Motivation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 5</p>

## 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 students in the 2022 to 2023 academic year.

We have analysed the performance of our school's pupil premium students during the 2022/23 academic year using key stage 4 performance data, internal assessments and other progress measures.

	2023 PP Bournside	2023 Non-PP Bournside	Difference
<b>Progress 8</b>	<b>-0.09 (2023)</b> -0.82 (2022)	<b>+0.68 (2023)</b> +0.14 (2022)	<b>-0.77 (2023)</b> -0.96 (2022)
<b>FFT Aspire Contextual Value-Added (CVA) PP performance</b>	<b>+0.28 (2023) P8</b>	<b>+0.45 (2023)</b>	<b>+0.17 (2023)</b>

See [DfE guidance](#) for more information about KS4 performance measures.

Key stage 4 GCSE outcomes suggest that there have been significant improvements in progress and attainment of the school's pupil premium students in 2022/23. We have moved from a P8 score of -0.81 in 2022 to -0.09 in 2023. We have also achieved a P8 contextual valued added (CVA) score of +0.28. Our non-disadvantaged cohort also made significant improvements (who also benefited due to many of our strategies), from +0.14 in 2022 to +0.68. As the whole school made considerable strides forward with a combined P8 score of +0.59, means the closing the gap remains a key priority moving forward over the next three years. We did have success at closing the gap from -0.94 in 2022 to -0.77 in 2023 which means we have closed the gap by +0.17 over the past academic year. Closing the gap remains the key focus here at Bournside, which is reflected nationally.

**EBacc:** Our pupil premium EBacc entry which is a percentage of students entering the English Baccalaureate increased from 7.1% in 2019 to 13.5% in 2023. This is reflected in our recent Ofsted report which said, *'Over the last couple of years, the proportion of students in key stage 4 who study the suite of subjects that make up the English baccalaureate has risen sharply'* (Ofsted: Sep 2022).

**Quality of teaching (including CPD and Careers):** We have made considerable improvements in implementing a highly ambitious and supportive curriculum that is carefully sequenced to meet the needs of all our students (highlighted in our Ofsted Report in Sep 2022), which impacts those who are pupil premium. This curriculum includes bespoke PSHE E4L provision, mentoring and additional NTP support in English, Maths and Science. There is bespoke careers guidance with pupil premium students focused through one-to-one discussions and work experience opportunities. Heads of department have audited the content and sequencing of the curriculum which is regularly reviewed. Staff are supported through rich CPD provision focused on pedagogical knowledge, adaptive teaching which stems from a combination of INSET days, personalised CPD hours (matched to teachers' individual needs) and a whole school coaching programme linked to a robust performance development process.

This ensures teachers are held to account for delivering better teaching. A wealth of materials are made available for teachers to develop their teaching: CPD Breakfasts, T&L newsletter, CPD library, twilights. We also engage with external expertise to challenge teachers' existing practice (Tom Sherrington 2020, Chris Moyse and Harry Fletcher-Wood 2021). The Teacher Development Trust have audited our CPD provision as Gold Standard. Over 526 in-person lesson visits were carried out by leaders in order to create coherence around our agreed Teaching Principles of effective teaching. Our additional QA of departments is providing deeper understanding of the level of consistency of effective teaching, allowing for intervention where inconsistent practice emerges. This includes having an external subject expert as part of the review process. *'Students receive careers information, education, advice and guidance from Year 7 onwards. The school meets the requirements of the Baker Clause. Students know and understand potential career paths. The school holds an annual careers fair with representatives from a range of institutions and companies, local, national and international'* (Ofsted: Sep 2022). Pupil premium students are prioritised with this provision to ensure they are given additional opportunities to explore careers where quite often more support is needed. We have introduced SLT pupil premium focus groups where we have carried out a wide range of learning walks, books scrutinies and focused HODs in this area as well. A PP Department Interventions centralised document was created to collate all intervention taking place so we can track dept actions over time, which was followed up by line managers as a standing item in their fortnightly meeting.

**Attendance:** Bournside FSM6 student attendance improved to finishing the year on 89.6% whereas NA FSM6 was 85.3% and NA is 86.4% in July 2023. Non-pupil premium student attendance finished on 95.4% and NA was 92.6%. Maintaining and improving on this current figure to reach 95%+ continues to be our target. FSM6 students are disproportionately represented amongst our PA cohort. We will continue our attendance focus and drive through teaching staff, tutors and our attendance and welfare team with individual student action plans. The biggest impacts came from: a new onsite minibuss and driver who led multiple morning collections, leading to a 10% increase in attendance amongst those students who got the bus. This began in Oct 2022. Letters home to parents, text reminders, offering a pupil premium bagel breakfast (saw 824 bagels given to students between February and the summer) saw a 4% increase in attendance. We also introduced a Monday Mentoring programme, led by our sixth form students. This had a significant impact in developing self-confidence and belief in our lower school students and led to a 5% increase in attendance across this cohort. We had a targeted Year 10 attendance and support programme led by a specific member of staff. This year group was chosen as we had attendance concerns here. This work led to a 2% increase with this cohort.

Our assessments demonstrated that pupil behaviour improved last year. Behaviour expectations are high which are reinforced through the house system, analysis of behaviour data, and a great deal of positive reinforcement. This led to an increase in house points vs sanctions ratio from 86% in 2022 to 89% in 2023. We have also tightened our behaviour policy to help raise standards further, with more sanctions included for low-level behaviour, yet we still saw an increase, showing standards are improving.

**NTP:** NTP provision moved from 140 hours of tutoring in 2021/22 to 1914 hours in 2022/23 which is a significant increase in further intervention and support for our students. We invested in a 15-week programme at a 3:1 ratio (following guidance from the EEF) through REED online tutoring seeing 87 students tutored across Year 9 and 10. A strong attendance focus was placed on these students to ensure they came each week and maximised this provision. This saw an average grade increase of 0.4 grades vs those who did not take part. We employed a maths tutor 2 days a week, to focus on tutoring small groups of Year 7 to 11 students for intervention and additional support which worked really well and helped achieve gains with our pupil premium cohort.

**Base:** The Base was set up in the 2021/22 academic year and offers on-site alternative provision, with 90% of attending students being pupil premium. Students receive individualised provision, with the impact of 80% experiencing significant increased improvement in

engagement, progress, attendance and no permanent exclusions occurred within the centre throughout the academic year.

Overall 278 days of external suspension were saved. In term 1 of the 23/24 academic year, The Base saved a further 23 PP days of suspension to the previous year, as well as 45 additional non-PP days. There has been a significant reduction and less disruption in lessons as a result of this provision, benefiting both pupil premium and non-pupil premium students.

**Pastoral support:** The pastoral intervention team support students daily if they struggle with any aspect of their social and emotional well-being. The pastoral system supports students who might need alternative provision or additional extended support. The SEND team support those students who have EHCPs. The Safeguarding team provide extensive support for students whose home or personal circumstances mean that they might need additional support. Pupil premium students are the subject of focused lesson observations. However, internal data suggests the gap for pupil premium students remains. We launched a week residential for a select group of pupil premium students to Jamie's Farm and a weekly Boxercise session with external providers (alongside Monday Mentoring mentioned above) to offer further pastoral support and intervention for those in need which have been a real success.

**Literacy / reading:** *'Reading for pleasure is a priority within the school. Many students choose to read widely and avidly'* (Ofsted: Sep 2022). We have seen a full literacy strategy launched throughout the year which has led to great focus and training for staff on literacy development. Tutors are reading with tutees; English lessons include reading in every session. Explicit literacy in lessons has included key word summaries, knowledge organisers, how to revise and all teachers focusing more heavily on command words and comprehension. Accelerated Reader (accredited DfE programme) has been purchased as part of the whole school literacy policy and it has been launched in September 2023. Students in KS3 will be tested four times annually and scores shared with staff. This data is used to decide upon suitable literacy intervention.

### **Year 7**

Following Hodder Reading Tests at the start of 2022-23, 17 Year 7 students were identified as in need of literacy intervention.

Students with a Standardised score (SAS) of 80 or below (9 students) began intervention with the SEN department in November 2022 and the rest (8 students) started intervention with our EAL co-ordinator in January 2023. They were reassessed and, by the end of the academic year, 7 students (41%) had left the programme having achieved scores that put them on par with their peers. It should be noted that those in the SEN department group are students with a My Plan for SEN needs.

### **Years 8 & 9**

At the start of September 2022 there were 17 students receiving Literacy Intervention with the SEN department - 10 students from Year 8 and 7 students from 9 Year.

They were reassessed and, by the end of the academic year, 7 of the Year 8 students (70%) and 3 of the Year 9 students (43%) had left the programme having achieved scores that put them on par with their peers. It should be noted that those in the SEN department group are students with a My Plan for SEN needs.

### **Summary**

This means that of the 34 students who attended Literacy Intervention this year, 50% achieved scores of above 90 (putting them on par with their peers) and no longer needed to attend. All of the students who remain in the literacy intervention groups are on the SEN register.

### **Extra-curricular programme / Activities Week**

2022/23 saw the launch of a full extra-curricular programme and menu of clubs and revision sessions for all year groups. We saw 66% of pupil premium students attend at least one session a week across the year and we hope to build on this further to 80% in 2023/24.

We saw the launch of our first annual Activities Week programme in July 2023, which saw 240 pupil premium students take part in a rich variety of activities to extend their skills and experiences outside of the classroom. The Pupil Premium Fund was used to subsidise trips for these students which was a great success with the students. We are planning to make this provision even broader in 2024.

## 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
REED Tutoring	REED Tutoring



## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective adaptive teaching and learning strategies, with a focus on literacy, oracy, scaffolding and challenging the more able HPA students in ensuring they make the required progress. Underpinning this is evidence-based research, such as Teaching WalkThrus (Sherrington, T and Caviligioli, O., 2020-2002). [EEF evidence](#) demonstrates this has significant benefits, particularly for pupil premium students.
- Ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award) and other extra-curricular enriching activities will focus on life skills such as confidence, resilience, and socialising. Pupil premium students will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated that significant progress has been made since 2022, but that we still have a gap remaining across our pupil premium cohort.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the Top-performing schools with high P8 for pupil premium students to help view the performance of disadvantaged students in school similar contexts to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy, including a RAG of each element which is shared with Governors and staff and will adjust our plan over time to secure better outcomes for students.

The major challenges are increasing pupil premium student attendance, literacy and reading levels and GCSE outcomes to be in-line with their peers.

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.