

Pupil Premium Impact Statement: review of 2019-20 for Bournville School Secondary Phase

V1.1 October 2020

1.0 The Pupil Premium

The Government believes that the Pupil Premium Grant (PPG), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the students who need it most.

Schools are free to spend the PPG as they see fit. However, they are accountable for how they have used the additional funding to support students from low-income families. Measures of success will be included in the DfE performance tables; these will capture the achievement of those disadvantaged students covered by the PPG.

As an "all-through" school, at Bournville School we receive the PPG for both our primary phase and secondary phase students. This document outlines the use of the PPG in the secondary phase only, and an equivalent document details this for the primary phase. This statement was written in October 2020, and while we will continually assess and improve our strategy, the next scheduled comprehensive review will be in September 2021.

In 2019-20 Bournville School was allocated a Pupil Premium Grant (PPG) of £380,545 for secondary phase students.

Note on COVID-19: The COVID-19 pandemic and the control measures we need to put in place will naturally mean that some of our intended actions need to be changed or even suspended; we have kept them in the document as the situation is clearly fluid and we may be able to return to more normal ways of working during this school year.

2.0 Barriers to Learning:

Students for whom we receive the PPG are, like any other group of children, all individual with individual strengths and areas where they need support. No group of children is homogenous. However children in this group are *more likely* than others to face certain barriers to learning. A summary of the main barriers to educational achievement faced by eligible students at the school is given here:

- Greater difficulties in accessing the school curriculum.
- Lower attendance.
- Lower levels of literacy on entering the secondary phase.
- Greater levels of exclusion from school.
- Financial barriers e.g. difficulties in providing uniform, PE kit, stationery etc.

- Social barriers – students for whom we received the PPG are more likely to come from households where support is required.
- Lower levels of ambition.
- Less “cultural capital” e.g. experience of live theatre.

3.0 Use of the PPG in the academic year 2019-20:

This section details how we aimed to spend the pupil premium to overcome the barriers to learning identified above, and the reasons for that approach. Section 3.1 outlines our overall aims, and sections 3.2-3.9 outlines how we used the PPG to achieve these aims.

3.1 Overall Aims:

- Improve basics in PP students at KS4 in English and Maths.
- Improve attainment and Progress 8 for PP students in Year 11 (particularly high and middle prior attaining students), narrowing the gap when compared to non-disadvantaged peers nationally.
- Improve attainment for students in all year groups, narrowing the gap when compared to non-disadvantaged peers nationally.
- Embed literacy strategies via quality teaching to support outcomes in writing and reading for disadvantaged students.
- Minimise the level of Permanent Exclusions for disadvantaged students.
- Reduced Fixed Term Exclusions for disadvantaged students.
- Use Alternative Provision where appropriate to improve life chances by providing an alternative to Permanent Exclusion.
- Remove financial barriers for disadvantaged students (equipment, transport, uniform).
- Enable disadvantaged students to complete and access homework and provide nourishment for their well-being each morning.
- Raise attendance of disadvantaged students closer to 95%.
- Reduce persistent absence of disadvantaged students to be broadly in line with the national average.
- Eradicate NEETs by raising ambition and providing an extensive careers pathway.
- Develop a broad range of extra-curricular activities attended by disadvantaged students in all years.

3.2 Teaching and Achievement:

- We ensure that all PP students receive excellent teaching, through our “Teaching for Excellence model” which was selected for its potential to best teach disadvantaged students.
- We aimed for all PP students to receive excellent teaching through employment of suitably trained and experienced teaching staff, for which the PPG will provide support.
- We provided key materials such as revision guides for PP students.
- Rewards, awards and recognition were used to promote hard work and excellence, as part of our reward system.
- All teachers were required to identify their PP students on their seating plans and to undertake strategies to better support PP students that they teach.
- Small-group teaching was used to accelerate the learning of a small number of students who most needed this support.

- The PPG was used to support the provision of teaching assistants for PP students.
- Dedicated spaces were made available after school to enable students to complete homework on site.

3.3 Attendance:

- We utilised the services of an Educational Welfare service in order to work with families and students who were not attending school regularly.
- We used PPG towards employing a dedicated full-time Attendance Officer to monitor attendance and take appropriate actions with families and students who are not attending school regularly.
- We provided bus passes for a small number of students whose financial and / or family circumstances mean that they have difficulty getting to school.

3.4 Literacy:

We used a range of strategies to improve the literacy of pupil premium students, including:

- a dedicated literacy strategy, which last year was concentrating on writing across the curriculum;
- training on literacy for teachers.

3.5. Exclusions:

- We employed a range of strategies and resources in order to reduce the likelihood of disadvantaged students being excluded. These included external agencies which seek to support, motivate, mentor and improve the ambition of students.
- The PPG was also used to allow us to place some children with a suitable Alternative Provision school, which allows students at risk of permanent exclusion to access education.
- PPG was used to fund staff training such as on mediation, behaviour management and restorative approaches to poor behaviour.
- We are part of the Oaks Collegiate group of schools through whom we access managed moves and "passports" as an alternative to permanent exclusion.

3.6 Financial barriers:

- We provided all classrooms / students with stationery so that students were not disadvantaged by not being able to afford basic equipment.
- Uniform and PE kit are provided, either permanently or on a short-term basis, to children who require it.
- We provided all students with free breakfasts each morning, currently as part of the National Free Breakfast Programme, but from January 2021 through school funds.
- We provided free sanitary protection to avoid "period poverty".
- We used the PPG to provide revision guides for all PP students.

3.7 Social barriers:

We employed a number of agencies and employees to work with children and / or families or to provide Early Help, in order to remove the social barriers that may impair success in school.

- We encouraged parental engagement with school, for example by telephoning the parents of PP students prior to parents' evenings.
- PPG was used to employ our pastoral team who work with students and families to ensure children's safety and wellbeing and to help them succeed in school.

3.8 Ambition:

- We took part in the Aim Higher programme, to encourage PP students to have ambitions towards higher education.
- We also took part in the NCOP programme, which entailed an external member of staff mentoring disadvantaged students in years 9, 10 and 11 as well as arranging events designed to develop their cultural awareness and improve their enthusiasm and motivation
- We used PPG to employ a part-time careers advisor, who prioritised PP students for impartial one to one careers advice and was also available to all year groups for "drop in" sessions.
- Our careers education curriculum is designed to encourage ambition in PP students in all year groups. For Y10 it included an Aspirations programme; for Y11s it included assemblies by local post 16 providers, a post-16 information event, visits to colleges and CV guidance.

3.9 Cultural capital:

- We endeavoured to encourage PP students to take part in cultural activities (including educational visits) by increasing the range of activities we ran and promoting / targeting these towards PP students.
- Where possible we reduced the cost of educational visits for PP students using the PPG.
- All PP students were entitled to peripatetic music lessons at no cost, funded from the PPG.

4.0 Measuring Impact in the previous academic year (2019-20):

The impact of our use of the PPG in 2019-20 was measured through the following performance indicators:

1. GCSE and equivalent attainment.
2. Attendance.
3. The number and length of fixed term and permanent exclusions.
4. Attainment in internal assessments.
5. Participation in cultural events for example theatre trips.
6. The percentage of leaving students who are NEET.

In measuring items 1 to 3 above we looked closely at both the "gap" in school and between pupil premium students at Bournville and non-pupil premium students nationally.

5.0 How we spent the PPG in the previous academic year (2019-20):

Area of Use	Amount (£)
Learning Support Staffing	91,208
Progress Group Staffing	39,173
Leadership Staffing	88,435
Pastoral Care Staffing	100,573
Ambition and Cultural Capital (e.g. music teaching, careers guidance)	28,772
Rewards	2656
Removing financial barriers (e.g. PE kits, educational visits)	15,971
Alternative Provision	13,754
	380,545

Figures above awaiting final confirmation.

6.0 The impact of PPG spending in the previous academic year (2019-20):

6.1 Impact 2018-2019: Attendance:

Academic Year	Attendance		Persistent Absence	
	PP	Non-PP	PP	Non-PP
2016-17	92.9	95.4	22.2	11.9
2017-18	92.6	95.9	23	11.5
2018-19	89.4	95.7	31.2	11.2
2019-20	90.3	95.3	28.6	9.7

As can be seen, attendance of PP students fell while persistent absence increased. Attendance and persistent absence of non-PP students stayed broadly static.

6.2 Impact 2018-2019: Exclusions:

Academic Year	Number of secondary students permanently excluded		Number of days FTE (secondary only)	
	PP	Non-PP	PP	Non-PP
2016-17	2	1	217.5	100
2017-18	3	0	212	18
2018-19	7	0	346	26
2019-20	4	2	293	29.5

6.3 Impact 2018-2019: GCSE and equivalent attainment:

Please note that we are awaiting finalised Progress 8 data, and this section will be updated as soon as this data is available.

GCSE Attainment	2017		2018		2019		2020	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students
Number of students	64	102	47	83	81	69	71	45
% of students	39	61	36	64	54	46	61	39
Average Attainment 8	3.8	4.7	3.9	4.6	3.4	4.7	4.0	5.1
Average Progress 8	-0.59	-0.38	-0.41	-0.17	-0.63	-0.12	-0.24	0.67
% achieving grade 4-9 in English and Maths	48	80	40	54	27.2	65.2	53.5	68.9
% achieving grade 5-9 in English and Maths	27	51	17	41	14.8	40.6	26.8	42.2

GCSE PROGRESS	2017 PROGRESS 8		2018 Progress 8		2019 Progress 8		2020 Progress 8	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students
PROGRESS 8 ENGLISH	-0.33	-0.08	-0.27	0.03	-0.71	-0.03	-0.51	0.55
PROGRESS 8 MATHS	-0.29	-0.05	-0.47	-0.33	-0.68	-0.28	-0.32	0.51
PROGRESS 8 EBACC	-0.72	-0.33	-0.39	-0.21	-0.63	-0.23	-0.38	0.71
PROGRESS 8 OPEN	-0.82	-0.84	-0.63	-0.16	-0.61	0.02	0.06	0.79

7.0 PP Funding – 4 week review (2020-21)

Over the course of the 2020-21 academic year all staff are given the option to apply for PP funding to help support students.

Many of these requests will be for additional books/revision guides in order to ensure that students have access to support for examinations/assessments, but other bids may be to increase students' confidence or self-esteem.

Below is an overview of the opportunities that PP funding has already contributed towards during the first 4 weeks of the Autumn Term.

- Mentoring from external organisation Cherished.
- Ambition building programme and mentoring from an external provider.
- Additional support from our Educational Welfare Service, CSAWS.
- Food and equipment for Food classes.
- Classroom equipment.