

Bournville School (Secondary Phase) Pupil Premium Strategy Statement 2020 to 2021

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 pupils 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. New measures of success will be included in the DfE performance tables; these will capture the achievement of those disadvantaged pupils 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 December 2020, and while we will continually assess and improve our strategy, the next scheduled comprehensive review will be in September 2021.

Objectives

- To raise the aspirations, attainment and improve the progress and life outcomes of those students entitled to the PPG
- To significantly close the attainment gap between Bournville students entitled to the PPG and the attainment of students nationally
- To ensure that the proportions of students entitled to the PPG making expected progress in Mathematics and English is similar to their peers who are less disadvantaged.

Proposed Allocation of Pupil Premium Funding 2020/2021 (Secondary Phase)

1. Summary information					
Academic Year	2020/2021	Total PP budget	343,800	Date of most recent PP Review	Sept 2020
Total number of pupils	561	Number of pupils eligible for PP	360	Date for next internal review of this strategy	Sept 2021
2. Identified barriers to future attainment 2020/2021 (for pupils eligible for PP including high ability)					

The Pupil Premium plan for 2020/2021 will be based around the following 4 principles:

- Effective teaching and learning.
- Raising Aspirations
- Raising Attendance
- Improving attitudes to learning and behaviour

In-school barriers

A.	Some students who are eligible for PP have greater difficulties in accessing the school curriculum.
B.	Pupils who are eligible for PP are making less progress pupils across Key Stage 4 and Key Stage 3.
C.	Behaviour issues for some PP students are having detrimental effect on their academic progress and that of their peers.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for pupils eligible for PP is lower than for non-PP students within Bournville. This reduces learning and causes them to fall behind on average.
E.	There is a lack of aspirations for a group of our disadvantaged students across all year groups.
F.	Disadvantaged students are still less likely to attend enrichment activities outside of school and therefore have less opportunities to develop a wider range of skills and develop cultural capital.
G.	Financial and social barriers. Students for whom we receive the Pupil Premium Grant are more likely to come from families who require some form of support including financial support with providing items such as uniform, revision guides etc.

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A.	Effective teaching, as observed by internal monitoring such as "book looks" will enable pupil premium students to accelerate their learning.	Pupils eligible for PP in will make greater progress by the end of the year than non-pupil students.
B.	Improve attainment for students in all year groups, particularly in English and Maths, narrowing the gap when compared to non-disadvantaged peers nationally.	Internal data will show that disadvantaged students have comparable outcomes to their non-disadvantaged peers nationally. KS4 results in 2021 will show that disadvantaged students have comparable outcomes to their non-disadvantaged peers nationally.
C.	Improve behaviour to minimise the level of Permanent Exclusions and reduce Fixed Term Exclusions for disadvantaged students.	Internal data will show a reduction in FTEs and Permanent Exclusions for disadvantaged students.
D.	Raise attendance of disadvantaged students closer to 95% and reduce persistent absence of disadvantaged students to be broadly in line with the national average.	Attendance and Persistent Absence data will show that disadvantaged student's attendance has improved to be broadly in line with the national average.
E.	Disadvantaged students will demonstrate a sense of ambition through their attitude to school and to life after school.	Improved behaviour and effort in class. There will be no NEET students in Year 11.
F.	Develop a broad range of extra-curricular activities and opportunities to develop "cultural capital" attended by disadvantaged students in all years.	Participation in extra-curricular activities by pupil premium students will be broadly in line with that of non-pupil premium students.
G.	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.	Students will be provided with the items they require to succeed at school. Homework completion rates for pupil premium students will be broadly in line with at of non pupil premium students.

Proposed Allocation of Funding 2020-2021

Area of Use	Spending (£)	Percentage
Learning Support Staffing	91,208	27%
Leadership Staffing	88,435	26%
Pastoral Care Staffing and External Interventions	103,004	30%
Ambition and Cultural Capital (e.g. music teaching, careers guidance)	28,772	8%
Rewards	2656	1%
Removing financial barriers (e.g. PE kits, educational visits)	15,971	5%
Alternative Provision	13,754	4%
	343,800	100%

Narrowing the Gap – Impact of spending 2019/2020

Allocation of Pupil Premium Funding 2019/2020

1. Summary information

Academic Year	2019/2020	Total PP budget	Actual received £380,545	Date of most recent PP Review	Sept 2020
Total number of pupils	648	Number of pupils eligible for PP	407	Date of the internal review of this strategy	N/A

Allocation of Pupil Premium Funding 2019/202

Bournville School was allocated £380,545 of pupil premium funding for secondary phase students for the academic year 2019/2020. The pupil premium value was allocated based on the number of students who were entitled to free school meals (or have received free school meals in the last 6 years) and also the number of students in care.

Overview of Pupil Premium Grant Spending 2019/2020

Area of Use	Amount (£)	Percentage (%)
Learning Support Staffing	91,208	24
Progress Group Staffing	39,173	10
Leadership Staffing	88,435	23
Pastoral Care Staffing	100,573	26
Ambition and Cultural Capital (e.g. music teaching, careers guidance)	28,772	8
Rewards	2656	1
Removing financial barriers (e.g. PE kits, educational visits)	15,971	4
Alternative Provision	13,754	4
	380,545	100

Overview of Progress and Achievement of disadvantaged students.

1.	Attainment of disadvantaged students										
	<i>Pupils eligible for PP 2017</i>	<i>All pupils Nationally 2017</i>	<i>PP students nationally 2017</i>	<i>Pupils eligible for PP 2018</i>	<i>All pupils Nationally 2018</i>	<i>PP students nationally 2018</i>	<i>Pupils eligible for PP 2019</i>	<i>PP students nationally 2019</i>	<i>All pupils nationally 2019</i>	<i>Pupils eligible for pp 2020 COVID Results</i>	<i>All pupils nationally 2020</i>
Progress 8 score	-0.59	0.0	-0.4	-0.41	0.00	-0.44	-0.65		0.00	-0.24	
Attainment 8	38.03	50.31		39			33			40.27	
English and Maths 4+	48%	62%		40%			27%			54%	
Progress English	-0.33	0.00		-0.27	0.00		-0.74		0.00	-0.51	
Progress Maths	-0.29	0.00		-0.47	0.00		-0.72		0.00	-0.32	
Open Element	-0.82	0.00		-0.63	0.00		-0.61		0.00	0.06	
EBACC	-0.72	0.00		-0.4	0.00		-0.66		0.00	-0.38	

Achievement of Disadvantaged Students at Bournville

It should be noted that data from 2020 was from Centre Assessed Grades and not examination results.

- The overall achievement and progress of disadvantaged students increased from the previous year.
- Progress within English and maths both increased compared to last year.

Whole school

- The number of fixed term exclusions for disadvantaged students decreased, however the impact of COVID makes the year on year comparison difficult.
- Attendance of disadvantaged students increased in comparison to 2018-19, however the impact of COVID and lack of national statistics makes comparison difficult.
- All Disadvantaged students had a place at either further education, school or an apprenticeship placement. There were no NEETs.

Bournville during 2020 to 2021 will build on its use of Pupil Premium funding by continuing to provide targeted strategies to promote achievement and progress. The academy's approach is informed by 'The Sutton Trust-EEF Teaching and Learning Toolkit', an independent resource which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students.

To achieve the outcomes above strategies will include:

- Continuing our focus on improving teaching and learning through our Teaching for Excellent model.
- Behaviour strategy.
- Attendance focus
- Further improving the ambition of our students in particular in Year 10.
- Ensuring Continuous Professional Development for staff focusing on understanding the experiences and needs of our students.
- Continuing to broaden access to effective support both financial and social for students and their families including through our Early Help strategy.