

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Bournville School
Number of pupils in school	670
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years from September 2022
Date this statement was published	Scheduled for Dec 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Ms K. Cornell
Pupil premium lead	Miss H. Poole
Governor / Trustee lead	Mrs D. Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£434,688
Recovery premium funding allocation this academic year	£105,759
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	£540,447

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with a particular focus on progress for those who are on the 4+ borderline.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

With high standards of **pastoral care**, we will ensure the physical and emotional welfare of students, providing a caring environment where students can thrive. Working with outside agencies and targeting those with vulnerabilities, students will be supported with an emphasis on character development promoting **high attendance, good behaviour**, resilience, motivation and good mental health.

Lastly, we will prioritise **cultural capital** with access to a wide-range of **enrichment opportunities and interventions**, developing citizens that are employable and can thrive in modern British society.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils is generally lower than that of their peers. The education of many of our disadvantaged pupils 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 pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations.</p>
2	<p>KS3 disadvantaged pupils generally have lower levels of reading comprehension than peers and at levels below the National Average. This impacts their progress in all subjects.</p>
3	<p>Wellbeing - We are seeing increased levels of social and emotional issues, such as anxiety, panic attacks and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects but in large part due to adverse childhood experiences. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p>Disengagement with school curriculum.</p> <p>Behaviour incidents for disadvantaged pupils is far higher than for students who are not from disadvantaged backgrounds.</p>
5	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Persistent absence and punctuality issues are also higher amongst our disadvantaged students.</p>
6	<p>The student cohort are taken from an area of high deprivation (0.33 School Deprivation Indicator). Therefore, many of our disadvantaged students do not have access to home learning devices, or revision guides/study books. Nor can many of them equip themselves with stationery, uniform or pay the travel expenses to attend school.</p>
7	<p>Cultural Capital - Many of our students lack the skills, knowledge and values required to achieve success in their lives. We want our students to gain culturally enriching experiences throughout their time at Bournville School and for students to engage with the enrichment opportunities provided.</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
Improved attainment among disadvantaged pupils across the school and specifically at the end of KS4	<ul style="list-style-type: none"> Significantly close the attainment gap so that outcomes by 2025 in all year groups for disadvantaged students are closer to non-disadvantaged pupils Pupils are closer to national averages at KS2 and KS4 statutory assessment points
Improved reading comprehension among disadvantaged pupils across all year groups	<ul style="list-style-type: none"> Reading ages for disadvantaged students will improve to be closer to chronological age.
Greater engagement in learning	<ul style="list-style-type: none"> Reduced number of disadvantaged pupils receiving negatives on ClassCharts. Increased number of positives issued for disadvantaged students. Behaviour data, e.g. incidents recorded and exclusions reduce for pupil premium students Homework completion rate for disadvantaged students improves
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<ul style="list-style-type: none"> Behaviour data e.g. incidents recorded and exclusions reduce for pupil premium students Qualitative data from student and parent surveys demonstrates improvements in wellbeing
To achieve improved attendance, particularly for disadvantaged students	<ul style="list-style-type: none"> Attendance data reports: Reduction in persistent absence and attendance of PP students improves Reduced gap between attendance of disadvantaged and non-disadvantaged students Attendance rates closer to national averages
Improved character and personal development of students, through	<ul style="list-style-type: none"> Increase in participation in enrichment activities, particularly among disadvantaged pupils

exposure to a wide range of enriching activities	<ul style="list-style-type: none"> • Increase in exposure of PP students to aspirational experiences eg. Residentials, trips and visits
--	--

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: £ [270,223]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leader (AP) in place with responsibility for disadvantaged students	Evidence from SSAT research (Quality and equity: the twin goals for a successful school, 2015) demonstrates the importance of having a named SLT member as having overall responsibility for disadvantaged funding. This helps to ensure all parts of the plan are carefully executed to ensure biggest impact.	1 to 7
Provision of curriculum resources including revision guides for KS4.	Many of our PP students will not have access to revision guides and materials at home. For this reason, we will purchase revision packs in all curriculum areas and tailored packs for our Year 10s and Year 11 PP students, prioritising core subjects.	1,6
To embed a whole school literacy development programme (Thinking Reading) including a tutor time reading programme.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6 months	2
Use of the Progress Test series from GL Assessment (NGRT reading tests) to accurately identify gaps in learning and track progress of	There is clear evidence that externally validated data is powerful in helping to identify gaps in knowledge and understanding and enables staff workload to be focused on teaching rather than testing.	1,2

cohorts as well as validate data from internal assessments		
Quality First Teaching and Teaching for Excellence model. CPD development for all staff within school. Focus on questioning, meeting the needs of all learners, challenge and aspirations	<p>All teaching staff at Bournville School to engage in fortnightly Subject Mastery in their subject areas to ensure excellence in the classroom. We know that quality first teaching makes the biggest difference to Pupil Premium students so we continue to ensure staff at all levels are utilising time within the week to work as Faculties on Subject specific development, moderation and instruction. Budget to fund CPD and resources to facilitate this. Key focus (adaptive teaching)</p> <p>1.High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 4
High quality mentors of ECT teachers	<p>All available evidence argues that lessons led by high quality teachers, has the greatest impact on student progress. Our four ECT and ECT+1 teachers have a Subject Specific Mentor and are involved in the Full Induction Programme utilising the Early Career Framework (given a high proportion of teaching staff are ECTs in 2022) Budget to fund CPD opportunities and mentoring.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,4
ECT Twilight Training Calendar	<p>Focus on supporting and developing our ECTs. Previous staff voice and feedback form ITT partners suggest that this is an effective way to support our staff with improving the quality of education. Budget to fund CPD, mentoring and resources.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,4
Pastoral staffing/strategies	To recruit an effective pastoral team and implement strategies to minimise low-level disruption and promote good learning behaviours	4

	Improving behaviour in schools (educationendowmentfoundation.org.uk)	
--	--	--

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

Budgeted cost: £ [135,111]

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP tutoring – literacy	Literacy reading strategies EEF +6 months	1 and 2
Small group tuition for disadvantaged students making less than expected progress in English, Maths and Science (secondary), Maths and English (primary) (SLTG - Tutors sourced from Connex)	Small group tutoring EEF +4 months Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Targeted subject interventions at KS4 for low attaining disadvantaged students.	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	1,2,3,4
Brilliant club (Y9) – for high ability disadvantaged students to raise aspirations and increase engagement	Last year's impact statement demonstrates the value added by this programme	1,3,7
Aim Higher mentoring	EEF +2 months Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,7
Use of Elevate/FixUp for year 10/11 workshops on study skills and motivation	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) Metacognition	1

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

Budgeted cost: £ [135,111]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. Deliver intervention in a targeted way, in response to data or intelligence. Budget to be used for staffing and resources to facilitate good attendance. Improving School Attendance	5
Personal Development programme runs through (PSHE) lessons and form time with a focus on character/culture curriculum	Social and emotional learning EEF (educationendowmentfoundation.org.uk) +4 months	3,7
Parental Engagement/Support Strategies to achieve Leading Parent Partnership Award (LPPA)	Parental engagement EEF (educationendowmentfoundation.org.uk) +4 months	1,3,4,5,6,7
Malachi – therapeutic support	Outcomes from previous cycles of this programme show that this approach has been successful as students mental health needs are met, improving engagement in learning	3
Rewards activities/events – a full programme of rewards to recognise and encourage students to get it right	EEF Behaviour interventions +4 months	3,4,7
Student leadership	EEF Aspirations interventions – impact unclear as insufficient evidence	3,7
Wellbeing lead	Significant level of need for our students evidenced by deprivation indicator and	3

	numbers of students receiving family support	
Pastoral non-teaching staff	Successful spending of PPG on this last year as evidence on impact report	3,4
Careers programme (counselling and Unifrog)	Successful programme in place last year which had impact eg 0% NEETs Disadvantaged schools leading the way for careers education : Unifrog Blog	6,7
Enrichment opportunities	Arts participation +3 EEF	6,7
Hardship fund	Allows for uniform purchases and travel passes in keeping with our ethos in which correct uniform and punctuality are valued. We also are able to provide funding for DA students. In addition, the fund will allow PP students to participate fully in the extra-curricular life of the school by accessing school trips, extra-curricular activities and sporting equipment.	3,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £ [540,447]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

SATs results:

July 2022	Reading, writing and maths	Reading	GPVS	Writing	Maths	Science
National	59	74	72	69	71	79
ARE outcomes	30	70	65	80	40	75
ARE Disadvantaged	25	58	58	75	42	75

Disadvantaged students in Y6, achieved above national in writing and were close in Science. Maths a key area for development.

Pupil premium Year 11 Outcomes Summer 2022:

Out of a cohort of 93 pupils, 64 pupils (69%) were in receipt of Pupil Premium

- Progress 8 average for PP students was -1.10, as opposed to 0.22 Non-PP
- Attainment 8 average for PP students was 3.33, as opposed to 5.28 Non-PP, therefore a gap exists
- 33% PP students achieved 5+ in EN/MA compared with 52% Non-PP
- 60% PP students achieved 4+ in EN/MA compared with 78% Non-PP

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 and 2 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.10.

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 37.5.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. Our Attainment 8 score was 33.28 and for non-disadvantaged it was 52.8.

For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. This compares to our results for disadvantaged students which was -1.10 and non-disadvantaged 0.22.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. National figures highlight the additional impact of the pandemic on disadvantaged pupils. Given a higher proportion of disadvantaged students in school, this clearly had an impact on this cohort. Many had a lack of resources and support to effectively learn at home.

Consequently, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year to make more impact, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

A number of new initiatives were implemented to facilitate better attendance in 2021/22 from rewarding good **attendance**, new systems to monitor and challenge poor attendance as well as the purchase of a minibus to facilitate attendance calls. Consequently, absence in 2021-22 at Bournville was 10.8%, compared to the national average of 13.2%. This will continue to be a focus, as set out in the plan above.

A significant proportion of PP funding was spent on pastoral staffing. There has been some positive impact on **behaviour and standards** across the academy as a result of the investment and pastoral strategy. However, this is still an area for development, as set out in the plan above.

Student voice data was positive about the use of **tutoring** and the use of **Saturday school**, students indicating that it gave them confidence and enabled them to ask questions and understand the curriculum better. Indeed, GCSE results in core subjects

improved from the Spring 2 mocks. Y6 SATs results were above national in writing and close to national in reading. Reading ages have improved for those KS3 students who received literacy support.

A wide range of interventions from educational visits, mentoring, careers programme, mental health support, aspirations programmes have had a positive impact on student engagement as indicated by attendance and pastoral data.

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
Brilliant club	The Brilliant Club
Action Jackson – Man Up programme	Fix Up Seminars
Mentoring	Aim Higher

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

With a change of leadership and in wanting to improve the academic achievement of disadvantaged students, a revision of the pupil premium strategy was devised. In reviewing our current pupil premium strategy, we evaluated current plans and looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

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 and will adjust our plan over time to secure better outcomes for pupils.