

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	654
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	Scheduled for Dec 2023
Date on which it will be reviewed	December 2025
Statement authorised by	Marie Rooney School Principal
Pupil premium lead	Holly Poole Assistant Principal
Governor / Trustee lead	Ian Churchill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£451,770
Recovery premium funding allocation this academic year	£101.362
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	£553,132

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, so they succeed in and beyond Bournville School.

The aim of our Pupil Premium strategy is to develop our pupils both academically and socially, by giving them new knowledge and experiences through the curriculum. We are committed to ensuring that students leave Bournville School with academic success and the relevant knowledge and experiences that will enable them to contribute and engage in society in a meaningful way.

Great teaching is at the heart of our Pupil Premium Strategy as this is proven by research to be the highest lever in pupil outcomes and in closing the disadvantage attainment gap. In order to overcome any potential barriers and equip our students with 'powerful knowledge', we invest in our staff through continued professional development, irrespective of their career stage, so they can respond to the needs of our students and be equipped with strategies that will continue to break down the barriers our students may face.

Robust diagnostic assessment is integral to our strategy to support and respond to the needs of our students, enabling them to access all aspects of the curriculum. While this strategy is designed to support disadvantaged pupils, we have also make sure our strategy supports all students and supports the wider school plans for sustained improvement and as such it is our intention that the outcomes of all students improve.

With high standards of **pastoral care**, we will ensure the physical and emotional welfare of students, providing a caring environment where students can thrive. The role of the form tutor will be key to this, but we will also work with outside agencies and target 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 have the knowledge, attitudes, skills and habits (KASH) to excel in modern Britain.

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Challenges

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

Challenge number	Detail of challenge
1	Attainment There is a gap between progress and attainment rates of disadvantaged students compared to their non-disadvantaged peers
2	Reading 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.
4	Behaviour and attitudes Many of our pupil premium pupils lack resilience, aspiration and those personal qualities that promote a positive attitude towards, and engagement with education. When faced with challenging tasks many pupils do not exhibit the resilience needed for extended independent practise.
5	Attendance 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.
6	Resources 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.
7	Cultural Capital Many of our pupil premium pupils do not have access to cultural experiences, such as instrumental lessons and visits outside of school.

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. Measured using NGRT and other approved reading tests. There will be a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers
Greater engagement in learning	<ul style="list-style-type: none"> Behaviour data, e.g. incidents recorded and exclusions reduce for disadvantaged students Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning Homework completion rate for disadvantaged students improves across all classes and subjects
To achieve improved attendance, particularly for disadvantaged students	<p>Attendance data reports:</p> <ul style="list-style-type: none"> Reduction in persistent absence and attendance of PP students 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"> A significant increase in participation in enrichment

<p>exposure to a wide range of enriching activities</p>	<p>activities, particularly among disadvantaged pupils.</p> <ul style="list-style-type: none"> • Increase the exposure of pupil premium students to aspirational experiences such as residentials, trips and visits, that enriches their educational journey and enables them to develop the confidence to be successful contributors.
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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: £ 276,566

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
To improve the quality of teaching so that a greater proportion of teachers demonstrate highly effective teaching that is adapted to meet the needs of disadvantaged students in the classroom	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2
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 with a focus on reading	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6 months	2
Use of the Progress Test series from GL Assessment (NGRT reading)	There is clear evidence that externally validated data is powerful in helping to identify gaps in knowledge and understanding and enables staff	1,2

tests) to accurately identify gaps in learning and track progress of cohorts as well as validate data from internal assessments	workload to be focused on teaching rather than testing.	
Pastoral staffing/strategies	To recruit and develop an effective pastoral team, implementing strategies to minimise low-level disruption and promote good learning behaviours Improving behaviour in schools (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 138,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for disadvantaged students making less than expected progress in English, Maths and Science (secondary)	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
Aim Higher tutoring	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: £ 138,283

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 eg. Parent Forum	Parental engagement EEF (educationendowmentfoundation.org.uk) +4 months	1,3,4,5,6,7
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
Increase capacity in pastoral staffing ensuring all year groups have one sole Assistant Head of Year.	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	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: £ 553,132

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact of Additional Funding – 2022-2023

In 2022-2023, 65% of students were disadvantaged, 430 students in all. 73% of these students are middle or high ability but face significant challenges. For example, a significant proportion of the Y11 cohort were affected by pastoral and safeguarding issues. 21 students were not regularly attending school as they were either in OSD or AP.

The Academy also experienced a turbulent year with a change of leadership, the current Principal being appointed in April 2023.

Student Progress

The key aim for additional funding was to support PP students to make good progress and improve attainment.

Strategies used to improve Y11 attainment included:

- Purchase of Y11 revision guides £1,600
- NTP tutoring – 118 students received 9270 hours of tutoring £143, 292. This included maths and English tutors in both primary and secondary

In secondary:

In 2023 progress 8 for PP students was -1.29, as opposed to -0.65 Non-PP (gap increased)

In 2022 Progress 8 for PP students was -1.10, as opposed to 0.22 Non-PP

In 2019 Progress 8 for PP students was -0.64, as opposed to -0.12 Non-PP

In primary:

July 2023	Reading, writing and maths	Reading	GPVS	Writing	Maths	Science
National	59	73	72	71	73	80
ARE outcomes	54	71	72	80	54	94
ARE Disadvantaged		31	20	41	26	58

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

Improved outcomes overall in GPVS, writing and Science. Improved in maths but still significantly below national.

Disadvantaged students outcomes worse than in 2022 despite NTP tutors supporting in English and Maths.

Therefore, the evidence shows that despite the interventions, the disadvantaged gap is growing. 62% of Non-PP students met the 4+ threshold for Eng & Maths, compared to 29% of PP students. The national trend between gender is also apparent, with 15% more girls achieving 4+ Eng/Maths than boys. Our largest area of concern are the boys who are disadvantaged and have an identified SEND. These students make a poor rate of progress in comparison to any other group of students.

Therefore, PP funding will be targeted to key groups in 2023-2024 eg. disadvantaged boys, particularly SEND. With NTP funding spent on tutoring making limited impact, a change of strategy to school-led tutoring will be adopted. School staff will be offered payment for running after-school and holiday intervention sessions for key students.

Attendance

To improve attendance, £13,000 funding used to pay for termly bus passes for 51 students and £1,000 on uniform vouchers. Only 20% of these students improved attendance to achieve over 90% attendance. Overall school attendance lower than in 2022:

- 2022- 88.6% Non-PP, 85.8% PP
- 2023- 83.6% Non-PP, 76.6% PP

In 2023-2024, additional funding will still be used to pay for bus passes and uniform items to encourage and support attendance. However, the attendance officer will monitor this at interim periods and interview students half-termly where these resources are not being used to good effect to yield better rates of attendance.

Cultural Capital

There have been some very successful interventions for students from the Speakers Trust, which improved oracy, to the Brilliant Club to raise aspirations. There has been an increase in the number of opportunities for students in school and from educational visits providing that cultural capital and engagement which is key to PP students enjoying school and learning. We will continue to use funding in 2023-2024 to arrange these opportunities. However, our process will be more deliberate with staff bidding for funding, outlining their aims and evaluating their

activities to ensure the budget is spent well. Activities will also be selected to achieve objectives as set in the Strategy document.

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.

Our Pupil Premium Strategy will be supported by additional activities that are not funded by the Pupil Premium or recovery plan:

These will include:

- Developing teachers' pedagogy through coaching to ensure the opportunity to practice skills identified as the highest leverage to ensure students' progress. Research into school improvement emphasises that great teaching is the highest leverage to enact school improvement, therefore we dedicate time, resource, and professional development to ensuring our staff continually develop.
- We are outward facing and have connected with other Academies to support our colleagues in professional dialogue to ensure our curriculums are as rich and challenging as possible. For example, we are members of Fairfax Multi Academy Trust and Oaks Collegiate
- We offer a wide range of high-quality extra-curricular activities such as the Duke of Edinburgh to boost wellbeing, behaviour, aspiration, and attendance.

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.