

Pupil premium strategy statement

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	690
Proportion (%) of pupil premium eligible pupils	63.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	Scheduled for Dec 2024
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	Andy Best

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£461,370
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	£461,370

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 parents, 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
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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 exposure to a wide range of enriching activities	<ul style="list-style-type: none"> • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • 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.

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: £ [230,685]

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	There is clear evidence that externally validated data is powerful in helping to identify gaps in	1,2

series from GL Assessment (NGRT reading tests) to accurately identify gaps in learning and track progress of cohorts as well as validate data from internal assessments	knowledge and understanding and enables staff 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: £ [115,342,50]

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: £ [115,342,50]

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 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: £ [461,370]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact of Additional Funding – 2023-2024

Context:

Bournville is an all-through school catering to children from Reception to Y11. The student population attending Bournville school is from diverse ethnic backgrounds with 63.8% (440 students) in receipt of pupil premium funding.

Bournville School is currently undersubscribed. The intake into Year 7 comes from across 40 different catchment areas, some of which are a considerable distance from the school. These include areas of particularly high deprivation. Our student population has a deprivation indicator of 0.33, this is significantly more deprived than the average school. Many of our PP students are dual-coded; 151 (34%) of our PP students are SEN and 78 of them (18%) are EAL.

In the last eighteen months, following the appointment of a new Principal, Bournville School has enjoyed rapid change and development. The culture of the school is much improved and therefore, there have been improvements in the quality of teaching across the academy. In turn, this has now resulted in an improvement in academic outcomes at key stage 4, levels of attendance are beginning to increase and behaviour incidences reducing. Bournville staff are ambitious and continue to drive improved standards in all key areas for students.

We directed our Pupil Premium funding towards several key initiatives and interventions aimed at improving the educational outcomes and well-being of our disadvantaged students. These initiatives included:

- Improving the quality of Teaching through Continuous Professional Development and recruitment of staff.
- Targeted academic support.
- Wider strategies related to attendance, parental engagement, behaviour, and wellbeing

The utilisation of the Pupil Premium funding resulted in several positive outcomes during the academic year 2023-2024:

Student Attainment

The change in culture that has been embedded since the principal joined in April 2023 has contributed significantly to the improved outcomes that were evidenced through an improvement in Progress 8 of +0.37. The improvements in progress of the disadvantaged cohort were slightly greater +0.43 than the overall improvement which demonstrates the strategies focussed on this cohort have had impact. The progress of our disadvantaged students is now in line with those nationally. Progress for disadvantaged students in English saw the greatest improvement from 2024 at +0.88 and is slightly better than national average. This can be attributed not just the change in school culture, the focus on quality first teaching and development of staff but also the decision to use specialist teachers to deliver extra tuition sessions after school in core subjects. Coaching for both the English and Maths team improved the quality of teaching. With the appointment of a Vice Principal leading on the Quality of

Education this will be strengthened further, with the aim of students achieving closer to national averages in 2025.

Bournville School	Progress 8		
	2022/23	2023/24	Difference
All	-1.15	-0.78	+0.37
PP	-1.32	-0.89	+0.43
Gap	-0.17	-0.11	+0.06

Primary:

2024 SATs results are disappointing in comparison to those achieved in 2023. 21 out of the 31 students in Y6 are PP. With significant in-year movement and a high proportion of SEN/EAL. 10 children are SEN (32% SEN). 21 children are PP (68% PP). 3 children joined in year 5 and 6 joined in year 6 (29% of children joined from year 5 onwards).

This class has also got a history of very poor attendance with a number of SARM/Elit meetings being carried out for individual pupils. Although some pupils improved in Year 6, the historic nature of poor attendance, coupled with Covid has significantly impacted accelerated progress and attainment. With improved curriculum and a focus on quality first teaching, attainment, we expect outcomes closer to national in 2025.

Primary SATs results 2024:

July 2024	Reading, writing and maths	Reading	GPVS	Writing	Maths	Science
National	61	74	72	72	73	81
ARE outcomes	29	45.1	55	68	39	22
ARE Disadvantaged	4	6	10	13	11	14

Primary SATs results 2023:

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

Reading

There is a reading culture within the school and the aim for all students to have a reading age that is at least in line with their chronological age. Currently NGRT testing shows 30% of PP students have reading ages below expectations. Therefore, leaders put in measures to promote reading for pleasure. In the primary phase they have parental engagement and support with reading through use of the Oxford buddy reader system. In the secondary phase, they encourage reading through the Friday form time reading programme where the teacher is used as the expert reader and books are given as prizes regularly to reward students who demonstrate academy values.

The weakest readers in secondary are supported through the Reading Wise intervention. In the primary phase, the explicit teaching of phonics is used to give students a strong foundation with their reading and the Star Reader programme is used to support their development over time. The average increase in reading age of the PP students on the Reading Wise programme after 10 weeks is 14.6 months, demonstrating its effective impact. This remains a school priority and through more rigorous and frequent testing, the school is in a better position to monitor and evaluate reading interventions using NGRT and Burt testing methods.

Attendance

	PP	Non-PP	Gap
2023	76.6%	83.6%	7%
2024	82.52%	91.15%	8.63%

Attendance for both PP and Non-PP students improved in 2024 from 2023. However, attendance remains a school priority to achieve attendance closer to national averages and funding will continue to be used to both encourage attendance through rewards and to remove attendance barriers.

Parental Engagement

The most recent Ofsted report of March 2024 highlighted the strengthening of our engagement with parent/carers. In July 2024 Bournville School was awarded the Leading Parent Partnership Award. The report stated there has been 'significant improvement' in the school and recognises our improved communication with parents/carers as well as our collaborative approach to school improvement. In the October 2024 parent survey 75% of parents asked said they would recommend the school to another parent. This was a +11% increase from the previous year. In 2024/25 we will involve parents in supporting their children's academic learning and have calendared two progress evening per year group to facilitate this.

Cultural Capital

There has been an increase in the number of enrichment 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. This includes school events eg. Speakers Trust, Christmas Fayre and Talent Show as well as a wealth of student leadership opportunities. 64% of those who take peripatetic music lessons are PP students. This was recognised in recent student

council meetings with students commenting on the variety of clubs on offer and the employment of external companies to run sports clubs. In 2024/2025 there is further work to do to monitor and encourage higher participation rates and in targeting opportunities to groups of students eg. those who are PP and SEN. We will continue to use funding in 2024-2025 to arrange these opportunities. Activities will be selected to achieve objectives as set out in this 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 – for HPA PP	The Brilliant Club
Speak Up Challenge (Oracy)	Speakers Trust
Raising aspirations activities	Aim Higher
Community Research Programme	NHS

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 our student leadership opportunities, school performances and Christmas Fare to boost wellbeing, behaviour, aspiration, and attendance.

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.