

# ***Aspire – Challenge – Achieve***

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## **Bourne Academy Pupil Premium Statement 2015/16 -**

### ***‘Positive Action Group, also known as Disadvantaged Students and/or Pupil Premium.’***

Pupil Premium is the name of the fund given directly to schools to support students who receive free school meals, who have been in receipt of free school meals in the last 6 years, who are in public care, or young people whose parents are members of the Armed Forces.

In 2015/16 students in years 7 to 11 recorded as Ever 6 Free School Meals received £935, Looked After Children received £1,900 and Service Children will receive £300.

Bourne Academy was allocated £187,000 to cover the period April 2015 to March 2016.

The purpose of the funding is to ensure that these children and young people are not disadvantaged in any way in school due to financial constraints and to find ways to support them to do their best. The aim is to narrow the achievement gap between these students and their peers. It is the overarching aim of Bourne Academy that all children are given opportunities to reach their potential; Pupil Premium enables a range of intervention, support and enrichment activities to be funded for these young people.

The school is investing its Pupil Premium to make the maximum possible impact on the examination performance of those students covered by the Pupil Premium. This involves:

#### **Leadership - Pastoral / Pupil Premium Team:**

Leadership of the KS3 & KS4 support programme and the oversight of the intervention for addressing underachievement, to include:

- One day a week of the Deputy Headteacher and the Assistant Headteacher's salary who oversee the tracking of all underachievers and the staff responsible for these interventions, being the Learning Mentors and the Transition Phase Leaders (£34,524 including on-costs).
- Two Pastoral staff responsible to the Assistant Headteacher who intervene with students covered by the Pupil Premium and ensure their needs are met (£62,202 including on-costs).
- One fifth of the management responsibility paid to each of the three Transition Phase Leaders (TPL) at each of the key stages, thereby covering Year 7 to Year 13, these staff working closely with the Learning Mentors and are responsible to the Assistant Headteacher (£7,000 including on-costs)

The Pastoral / Pupil Premium team meet weekly, with a lengthy more focussed meeting taking place on a monthly basis. The main conduit for discussions on the students covered by the Pupil Premium includes pupil progress and achievement, a review of the success of any intervention taking place, the role of the Learning Mentors, safeguarding needs, DSEN needs, behaviour and attendance. In addition, the behaviour and attendance teams also meet weekly and use a wide variety of strategies to improve both behaviour and attendance. All of these Pastoral / Pupil Premium meetings are supplemented by an ongoing referral route for any member of staff to follow a range of procedures to assist underachieving students in receipt of Pupil Premium, for example the cause for concern template, referral to the DSEN team as well as incidents referred directly to the Senior Leadership Team who can respond and refer to an appropriate provision.

Other intervention includes leadership of the student Academic Reviews for all individuals covered by the Pupil Premium. These reviews, which focus on pupil progress and achievement, involve work scrutiny, student interviews and parent / carer meetings.

### **KS3 & KS4 Curriculum Support & Intervention:**

The appointment of two mentors covering KS3 and KS4. There is a particular focus on those underachieving students who are in danger of not achieving two levels of progress from KS2-3 and/or were not on target for a grade C or above at GCSE in English & Maths and/or who were in danger of not achieving at least eight grades at GCSE (£40,000 including on-costs).

This support and intervention occurs in a variety of ways, including:

- Liaising with departments to ensure that the curriculum is appropriate and challenging;
- Monitoring the progress of targeted students;
- Interviewing students;
- Working with the Transition Phase Leaders on appropriate interventions to ensure that students meet their targets;
- Academic Reviews for all students covered by the Pupil Premium. These reviews, which focus on pupil progress and achievement, involve work scrutiny, student interviews and parent / carer meetings;
- KS3 & KS4 One to One mentoring and support;
- Group mentoring at KS3 & KS4;
- Small group work at KS3 & KS4;
- Information, advice and guidance (IAG) support for students;
- After school KS3 & KS4 coursework catch up sessions. Refreshments and resources are provided for students;
- KS2-KS3 primary liaison programme, to support student smooth transition to secondary school.

NB: The above are examples of the intervention / support strategies provided. The Learning Mentors responded to any change as necessary.

#### **KS4 Intervention Programme:**

KS4 targeted intervention programme for students in receipt of the Pupil Premium, involving: more able support, careers advice and guidance for Year 9 and Key Stage 4 students, revision guides, after school and holiday revision, crammer sessions and group mentoring (£7,000).

This targeted support and intervention occurs in a variety of ways, including:

- More able support: The more able coordinators ensure that the needs of the students who are identified as more able are recognised. This occurs in a variety of ways: liaising with departments to ensure that the curriculum is challenging, monitoring the progress of targeted students, interviewing students and working with the Learning Mentors and TPLs on appropriate interventions to ensure that students meet their targets. Enrichment activities in the form of visits to universities have also proved very useful.

- KS4 Revision / Crammer Sessions: Including Easter and weekend revision sessions, revision and crammer sessions at lunchtime and after school. Teachers are paid for these revision sessions. Refreshments and resources are provided for students (£5,000).
- External Consultants: Consultants, such as the Positively Mad team, will be engaged to support learning and help students to revise and prepare for GCSE. Through the PSHE conference collapsed days students will be given support with social skills and career guidance by external visitors and motivational speakers. These external consultants are paid for these sessions. Refreshments and resources are provided for students (£2,000).
- Revision Guides: These will be provided for students in the core curriculum subjects and provided for other subjects on request. Parents / carers are invited to the Exam Success evenings, where they are provided with revision strategies and support.
- Careers Information, Advice & Guidance: All students will receive an individual interview with the IAG manager. Additional consultants are brought in and made available to any student who wishes to receive further support with their Post 16 transition route. Work is taking place with Year 9 and KS4 students in particular those students who are at risk of becoming NEETs. Aspiration events on PSHE collapsed days and aspiration assemblies are also held for targeted students, involving presentations by motivational speakers working in industry.

NB: The above are examples of intervention / support strategies implemented across KS4, however there is a particular focus on students in receipt of the Pupil Premium. The key personnel linked to the Pupil Premium will respond to any change as necessary, e.g. changes in circumstance and implement further initiatives / strategies as appropriate.

### **School Meal Subsidy:**

The school have subsidised the free school meal allowance by 70p per student each day for current free school meals students. This allows students to purchase a substantial healthy meal from the school canteen and allows them to have access to breakfast. The school give all those entitled to free school meals the sum of £3.00 per day. With this students can purchase a main meal, desert and a drink, or alternatively have breakfast (toast, tea cake), a main meal and a drink. The school allocates more than the recommended amount to those who are entitled to free school meals. The total meal expenditure was £38,000.

### **Identification of Need & Allocation of Additional Support:**

The Pupil Premium is also used to subsidise the cost of other intervention, including provision of school uniform, to ensure that no students can be identified as different from others in the school due to low parental income. A 50% subsidy is provided for all items purchased in the Academy Uniform Shop for current free school meals students (£2,000).

In addition, it is used to provide financial support for approved essential school trips, approved enrichment activities and peripatetic music lessons.

Educational equipment will be subsidised to ensure that no child currently in receipt of free school meals is educationally disadvantaged due to low parental income (£3,000).

The total expenditure exceeded the grant allocation in 2015-16.

NB: The school reserves the right to use the above funding, particularly the excess of expenditure over income, to support other students if there is a particular hardship or welfare case. Any requests for help of this nature must be made in writing to [finance@bourneacademy.org](mailto:finance@bourneacademy.org).

**Bourne Academy Positive Action Group Progress  
Compared to National Averages**

Year	2014	2015	2016		
			Low	Medium	High
Bourne Academy	995.2	1021.2	0.30	0.34	0.33
National	977.8	977.8	0.19	0.14	0.07
Difference	+17.4	+43.4	+0.11	+0.20	+0.26

\*Based on latest internal data

3 Levels of Progress (%)

English	2014*	2015	2016
Bourne Academy	77	75	86
National	75	75	75
Difference	+2	0	+11

\*Based on best English entry

3 Levels of Progress (%)

Mathematics	2014	2015*	2016
Bourne Academy	44	61	67
National	71	71	71
Difference	-27	-10	-4

\*Based on best mathematics entry