

# Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium 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	Information
School name	Bourne Grammar School
Number of pupils in school	1711 (1210 Y7-11)
Proportion (%) of pupil premium eligible pupils	6.6% (80 students)
Academic year/years that our current pupil premium strategy plan covers	2024-2025; 2025-2026; 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr M Brunner, Headteacher
Pupil premium lead	Mrs A Allen, Assistant Headteacher (academic)
Trustee lead	Mrs Angela Burrows, pupil premium link Trustee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 121,790.00
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 27,220.88
<b>Total budget for this academic year</b>	<b>£149,010.88</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The School wishes to raise the attainment and progress of disadvantaged students of all abilities and give them the opportunity to reach their potential. The School's three-year Pupil Premium strategy is informed by research evidence from the [Education Endowment Foundation](#) and focuses on closing the achievement gap between disadvantaged and non-disadvantaged students.

At Bourne Grammar School, we constantly strive to remove the barriers to learning to ensure positive outcomes for all of our disadvantaged students. We recognise that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed.

We wish for all our disadvantaged students to have:

1. access to the highest quality teaching from teachers who are well trained and well supported;
2. the ability to study effectively in and out of lessons;
3. high levels of motivation, confidence and self-esteem;
4. resilience in challenging academic and social situations;
5. good mental health;
6. a network of support both in and out of school;
7. social and emotional skills to help them successfully navigate through life.

Our pupil premium strategy has a tiered approach:

1. Investing in high-quality teaching by ensuring all teachers have access to the latest continued professional development, and are able to collaborate with other educational specialists across different schools. The School also wishes to retain teachers by supporting their wellbeing and recruiting the very best staff nationwide.
2. Analysing student progress and using targeted academic support through 1-1 tutoring, small group sessions and the sharing of high-quality resources.
3. Wider strategies, including access to specialist counsellors, dedicated pastoral staff, experiences and opportunities beyond the curriculum, with priority and financial support for school trips. The School also aims to engage students in their learning outside of school using the most effective homework and independent study platforms.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring our teachers have access and funding for participating in high-quality continued professional development.
2	Retaining our outstanding body of teaching staff.
3	Disadvantaged students having access to effective 1-1 and small group tutoring outside of lessons.
4	Maximising the engagement of our disadvantaged students both in and out of school.
5	Ensuring our disadvantaged students develop the social and emotional skills required to reach their true potential, by supporting their mental health and access to experiences and opportunities beyond the curriculum.
6	Disadvantaged students having access to effective resources to support their academic achievement.
7	Ensuring that key roles in the school are driving pupil premium pastoral support and academic achievement.

## 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
The attainment gap between BGS pupil premium students and non-pupil premium students to be reduced.	Attainment 8 and Progress 8 of BGS pupil premium students to be greater than pupil premium students nationally. Positive Progress 8 for at least 85% of BGS pupil premium students.
Pupil premium students to be more engaged, motivated and proactive in their learning inside and outside of lessons.	Engagement grade gap between pupil premium students and non-PP pupil premium students to be reduced.
Pupil premium students to develop enhanced independent learning skills and be more responsible as learners (e.g. regularly reviewing their own work, greater resilience).	Pupil premium students to respond positively to the 'Building Better Learners' programme. Work scrutiny indicates the work of pupil premium students is accurate and feedback is of high quality.

	Pupil premium students to respond positively to the revision resources initiative.
Students who are eligible for the pupil premium receive the required additional care, resources, pastoral support and guidance they need.	<p>Pupil premium students provide positive feedback about the pastoral support they receive, including sessions with the School Counsellor.</p> <p>No significant difference in engagement, measured by engagement grade data.</p> <p>Attendance gap between pupil premium and non-pupil premium students to be reduced.</p> <p>Pupil premium students use a greater range of positive coping strategies to support their mental health.</p> <p>An increase in pupil premium students gaining access to funding for academic resources.</p> <p>An increase in pupil premium students accessing remarks from GCSE examination boards where they are close to a grade boundary.</p>
Students who are eligible for the pupil premium have opportunities to develop their social and emotional skills through enrichment activities.	<p>All Year 6 pupil premium students to participate in the Summer School prior to starting at BGS.</p> <p>All pupil premium students to have the opportunity to attend curriculum enrichment trips and other trips that enhance personal development (e.g. DofE).</p>

## 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: £87,154.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High-quality teacher CPD and teacher retention.</i>	The EEF states the following: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'	1, 2.
<i>Ensuring that key roles in the school are driving pupil premium pastoral support and academic achievement.</i>	EEF evidence demonstrates that social and emotional skills support effective learning and are linked to positive outcomes later in life.	7.

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

Budgeted cost: £16,333.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 and small group tuition</i>	<p>1-1 tuition +5 months additional progress (Sutton Trust/EEF)</p> <p>Small group tuition +4 months additional progress (Sutton Trust/EEF)</p> <p>Feedback +6 months additional progress (Sutton Trust/EEF)</p> <p>Literacy intervention: spelling &amp; reading fluency +6 months additional progress for reading intervention strategies (Sutton Trust/EEF)</p>	3, 4, 7.

<i>Access to educational resources to support students' academic achievement</i>	EEF recommend that technology and high-quality resources should be used to support teaching and learning.	6, 7.
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,523.71

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Access to specialist counselling and pastoral staff.</i>	Mental Health issues have been identified as a common barrier for BGS pupil premium students. Supporting students with their mental health will promote personal development and learning.  Social and emotional learning +4 months (Sutton Trust/EEF).	5, 7.
<i>Homework, behaviour and attendance monitoring and intervention.</i>	Digital technologies +4 months additional progress (Sutton Trust/EEF).	4, 7.
<i>Access to opportunities and experiences beyond the School curriculum.</i>	There is sound evidence that a good level of personal development can help with academic attainment.  Cultural capital is widely accepted as an important part of a person's readiness for life as an adult and building it is an integral part of the Pupil Premium's purpose.  Outdoor Adventure Learning 4+ months (Sutton Trust/EEF).  Summer school 3+ months (Sutton Trust/EEF).	5, 7.

**Total budgeted cost: £149,010.88**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### **KS4 examinations**

The 2024 to 2025 Year 11 cohort was made up of 240 students, 25 of which were pupil premium (10.4%). This is an increase from 6.3% in 2024-25 (16 students). The data below is based on the national performance data that was published by the DfE.

Overall, our pupil premium students achieved well with an Attainment 8 score of 59.76. This is far above both the national average pupil premium students (34.9) and for national non-pupil premium students (50.3). Closing the gap between our pupil premium students and non-pupil premium students nationally remains in our strategic plan and is one of our desired outcomes that we aim to improve upon further in 2025-2026.

In our School, pupil premium students access a broad and challenging curriculum with 80% being entered for the EBacc – this massively bucks the national trend which saw pupil premium percentage of EBacc entries at 29% and non-pupil premium entries nationally is at 45%. Furthermore, our pupil premium students' EBacc Average Point Score was 5.98, much higher than non-pupil premium students nationally (4.49) as well as substantially higher than the national figure for pupil premium students (3.02).

It is worth noting that schools are not publishing Progress 8 performance data this year due to the gap in KS2 assessment data caused by the Covid-19 pandemic.

	2024-25			
	Pupil Premium Students BGS	Non-Pupil Premium Students BGS	Pupil Premium Students England (National)	Non - Pupil Premium Students England (National)
<b>Attainment 8</b>	59.76	69.55	34.9	50.3
<b>Progress 8</b>	N/A	N/A	N/A	N/A
<b>Entering EBacc</b>	80%	87.4%	29.0%	45.0%
<b>English / Maths Grade 5+</b>	64.0%	95.3%	25.6%	52.8%
<b>English / Maths Grade 4+</b>	80%	99.5%	Not published	72.7%
<b>EBacc Average Point Score (APS)</b>	5.98	6.95	3.02	4.49

### **KS3 & KS4 Attendance**

Attendance figures remain strong across the board. FFT (which offers statistical comparisons with 2682 schools) sees us consistently in the top 10% of all schools. Comparative data sees the School out-perform the national average in every single category, with the exception of two in year 11. The latter is the result of our decision to provide the year group with study leave, which many school do not, which adversely affects the overall attendance figures.

Year Group	Pupil premium BGS Attendance	Non-pupil premium BGS Attendance	National figure for state-funded secondary schools for pupil premium	National figure for state-funded secondary schools for non-pupil premium
<b>7</b>	96.45%	97.43%	89.8%	95.2%
<b>8</b>	97.34%	96.98%	87.0%	93.8%
<b>9</b>	97.85%	96.50%	85.2%	92.9%
<b>10</b>	94.87%	94.81%	84.2%	92.5%

11	80.20%	84.03%	83.6%	91.7%
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### **KS3 & KS4 Engagement**

The School measured the average engagement of students across Years 7-11 in 2024-2025. There was no engagement gap between pupil premium and non-pupil premium students.

<b>Year Group</b>	<b>PP Average Engagement</b>	<b>Non-PP Average Engagement</b>	<b>Gap</b>
11	Meets Expectations	Meets Expectations	0
10	Meets Expectations	Meets Expectations	0
9	Meets Expectations	Meets Expectations	0
8	Meets Expectations	Meets Expectations	0
7	Meets Expectations	Meets Expectations	0